



1903

The Normal Offering 1903

Bridgewater State Normal School

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THE NORMAL OFFERING




• 1903 •

THE NORMAL OFFERING

A YEAR BOOK PUBLISHED BY
STUDENTS OF THE BRIDGE-
WATER STATE NORMAL SCHOOL
UNDER THE AUSPICES OF THE
NORMAL CLUB : : : : : : : :

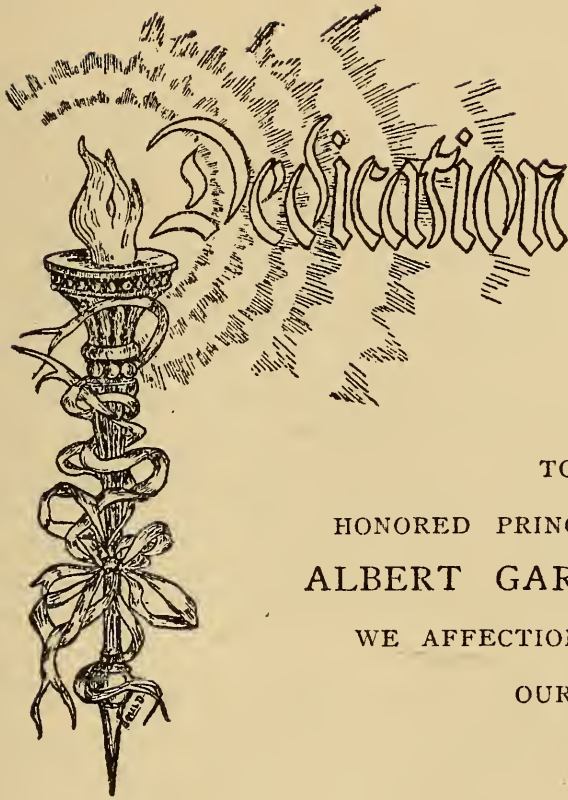
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ARTHUR H. WILLIS, PRINTER.



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TO OUR
HONORED PRINCIPAL AND FRIEND,
ALBERT GARDNER BOYDEN,
WE AFFECTIONATELY DEDICATE
OUR WORK.

Preface.



FOR the fifth time the NORMAL OFFERING appears as a representation of all stages of the school life of the Bridgewater State Normal School.

The object, this year, is to issue a book as little dependent as possible, in plan and arrangement, upon the former editions; but yet retaining all their value and interest. We have tried to combine originality with the suggestions obtained from previous OFFERINGS, and to advance this year's OFFERING a little nearer to the goal of perfection.

We have endeavored to represent both the serious and the humorous sides of the school life within and without the classes and halls. All personal comments have been taken simply to add to the life and interest of the work, and are presented with only the best of feelings, and entirely free from criticism of any sort.

Our sincere thanks are extended to Mr. Sinnott, to our advisory board, to our illustrators, to the whole school, who have shown their appreciation of our efforts by their support, and to all others who have contributed in any way to the success of the OFFERING.

In placing this book before the graduates and undergraduates of the school, we wish to say that if the pleasure they derive from it is in proportion to our most earnest efforts to make it a success, it will not have been written in vain.



ANOTHER year has passed during which many improvements together with new features have been added to the working plan of the school. The studies in general have assumed a broader aspect, yet retaining their former definiteness of purpose.

The experimental training now assumes a more practical application, especially in the Model School. Mineralogy is now introduced into the 6th, 7th, and 8th grades where the pupils experiment on actual specimens and recite regularly upon facts derived from observation of them. Thus the children are brought into closer contact with the inanimate world about them.

In Geology, more attention is paid to field work because of the relation with Harvard College, which many of our young men attend after completing their course. Mr. Sinnott is also rewriting his topics in Geography. The fundamental plan will remain the same but the material will be somewhat changed.

A new feature has been introduced into the study of Zoology; namely, the students now keep two note-books, one recording the results of each lesson separately, and the other keeping a general record of the entire work.

The History course has been made easier and the results more lasting by the introduction of map books which contain the outline maps needed in the course, and which the students fill in with water colors. Thus, instead of loose sheets and inaccurate outlines, the correct maps are united in book form.

Through the untiring efforts of our honored principal, Bridgewater has finally obtained that which she has greatly

needed for some time, a new gymnasium building. The appropriations have been made by the State and the plan decided upon, so that the work of construction may be immediately begun. The magnificent structure will be situated on the green opposite the school building, which the main entrance of the gymnasium will face. The main part of the building will be fifty feet by ninety feet, and will contain the main gymnasium hall, gallery, and running track. Attached to this part will be a projection, twenty-four feet by fifty feet, the entrance to which will be adorned with towers. This addition will contain the class rooms. The basement will be devoted to dressing rooms, lockers, and bath rooms, in which class bathing will be employed.

Another marked improvement will be the installation of an electric plant in the basement of the Normal School building. This plant will contain dynamos and engines for the lighting of the school buildings.

Many times during the past year the regret has been expressed that there is no "Normal song." True, there are several songs called Normal songs, but these are short, and without any great literary or musical value. Harvard has her song, "Fair Harvard." Why should not Bridgewater have her song, the music and words of which should be entirely original? If some students will have enough confidence to compose the stanzas, Miss Prince has kindly assured us that they shall be set to the proper music, and Normal will then have her song.

The Normal Offering, as the representative of the school, takes this opportunity of congratulating the Normal Club upon the success of their entertainments, all of which were of high standard and deserving much praise.

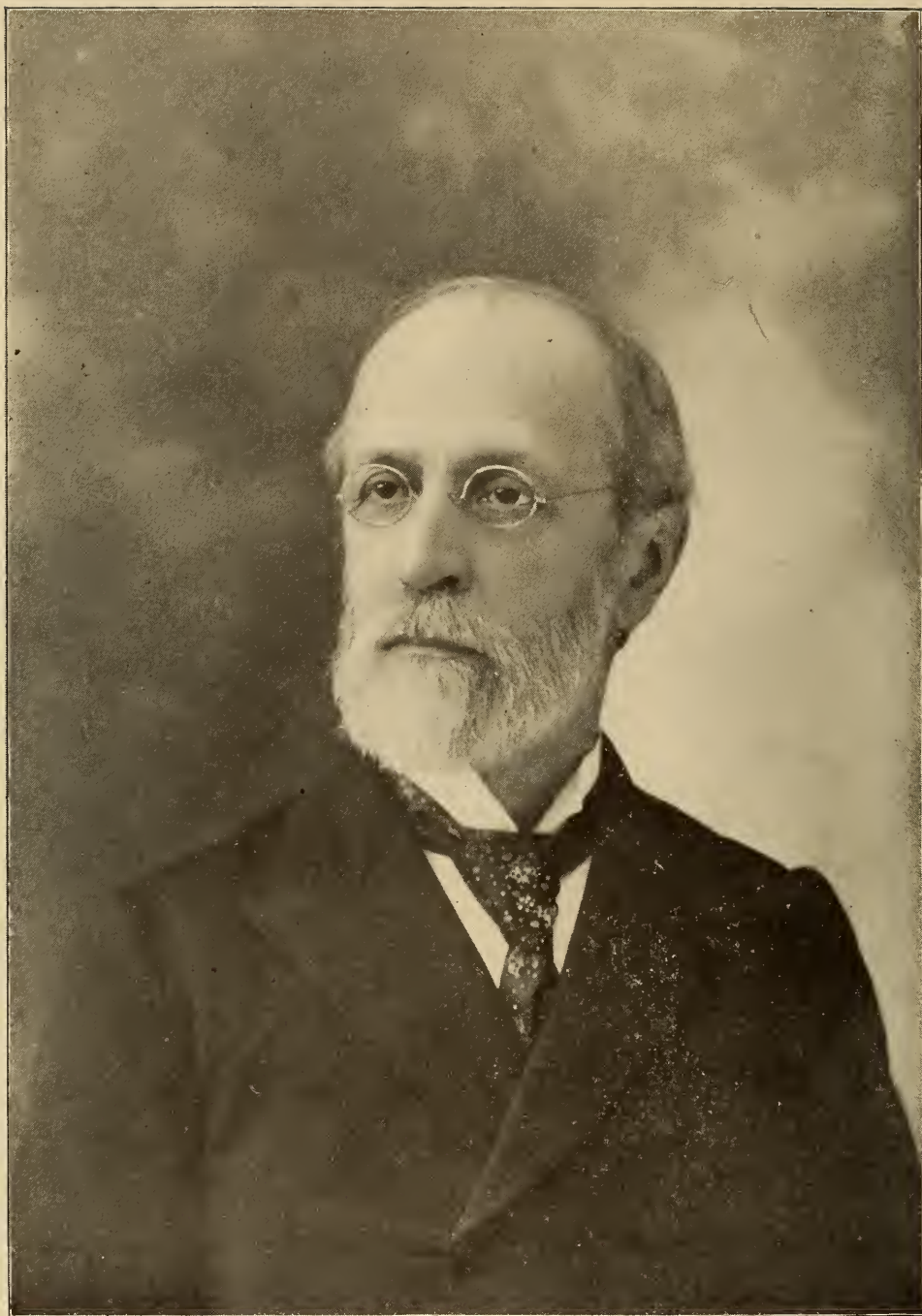
The Offering wishes to call its readers' attention to the large Alumni column,—the increase over previous years' representation, the success attained by Normal students as teachers, and the tributes to the helpfulness of the B. N. S.



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Albert G. Boyden

Albert Gardner Boyden.



THIS YEAR we dedicate our "book and heart" to our keen critic and true friend, Albert Gardner Boyden. If this book of ours proves to be, in any true sense, the epitome of the present life of our Alma Mater, it is peculiarly fitting that we dedicate it to him who, today, after forty years of service, is more than ever the head of the Bridgewater Normal School.

We rely upon his interest in our athletic training and contests. Has he not always, by precept and by example, advocated the teacher's duty and privilege to possess a fine physique? Has he not extolled the virtue of a healthy and well-disciplined body? If he has not been able to attend every football, baseball and basket ball game, he has certainly promoted the material interest of athletics by his indefatigable and successful efforts to secure our much needed gymnasium.

In all that makes for true scholarship we recognize Mr. Boyden's stimulus. We may have been sorely depressed at times by our inability to distinguish truly between "a cat" and "Tom, the cat", or by our lack of knowledge concerning "the ears of birds" and "the teeth of hens." Yet we are grateful beyond words for general exercises, psychology lessons and private interviews—indeed, for everything that revealed our lack of accurate observation, logical reasoning and power of making practical applications, and that spurred us to thoroughness, consistency and individuality.

Emerson's "American Scholar" has sometimes been called the American people's "Declaration of Intellectual Independence." To how many of us has some convincing general truth or earnest personal word of Mr. Boyden's been the declaration of our intellectual independence! From the day that it was uttered we have been ashamed to be content with second hand information, superficial observation and biased conclusion. Crude we may often be in the future, but never again deliberately

superficial. We cannot hope to equal the keen intellectuality, ripe scholarship and controlled originality of this wonderful man, seventy-five years young. But we can hope to emulate his intellectual fair-mindedness, industry and perseverance.

It is, however, as teacher and friend that our hearts pay most grateful tribute to Mr. Boyden. The record of his work as teacher might well fill a volume. It would be the history of this school, and the biographies of hundreds of men and women up and down the country. Years from now such a record may be written to inspire our children's children. We count ourselves happy, however, to be living in these days when the history is making.

Three characteristics of Mr. Boyden as a teacher seem especially distinctive. First, he is a practical idealist. He combines, in a rare degree, an optimistic, far-reaching grasp of educational ideals, with a practical, shrewd conservatism. Hence, he avoids many disappointments and mistakes. Every physical, mental and spiritual effort tells. There are no backward steps and no depressing waits. Ahead of his age, and yet of his age, he moves forward to the goal, "without haste, without rest." He knows how to dream, to work, and, when need be, even to wait, for the carrying out of God's great plans.

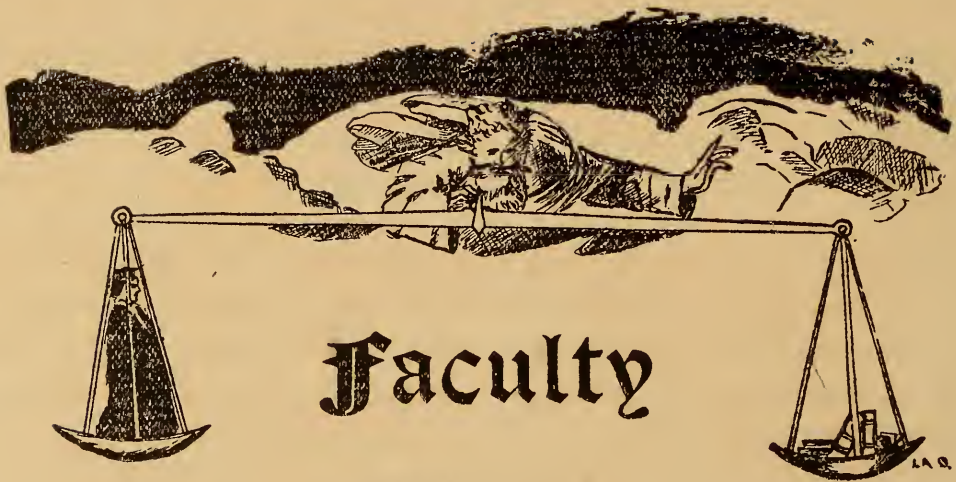
Then, too, Mr. Boyden handles men and things with consummate skill and tact. He studies every situation with reference to the present and the future. He makes up his mind cautiously, impartially, firmly. He listens thoughtfully to all proper advice, modifying his plans if he finds cause. Next he studies people, their special elements of strength and their possibilities as helpers. Without loss of dignity or honor, he nearly always wins them to his way of thinking or acting. All who know him in educational comradeship bear testimony to this gift which we students recognize so well. The same loyal deference which we feel shows in the honors accorded him by National Educators, and in the unselfish devotion to him and the school shown by the teachers who have so long worked hand to hand and heart to heart with him here.

The third trait of Mr. Boyden's character, and the one which, perhaps, we admire the most, is his sympathy with the ambitions,

successes, failures and possibilities of every individual pupil. If he ever seems not to recognize a fond desire of ours, it is doubtless because he wishes to hold us to our best and truest ideals. His sympathy has a tonic quality, and he always shows us the inspiration of a great trust. Nelson said to his soldiers, "England expects every man to do his duty." Mr. Boyden says to his graduates, "Bridgewater expects every man to live up to his privileges, remembering, 'I am, I can, I ought, I will.'" As we struggle upward toward the intellectual and moral heights, this friend does not leave us lonely or unaided, but

"As a bird each fond endearment tries
To tempt its new-fledged offspring to the skies,
He tries each art, reproves each dull delay
Allures to brighter worlds and leads the way."





Faculty

ALBERT G. BOYDEN, A. M.

*Principal of the Normal School and Instructor in
Educational Study of Man.*

Bridgewater Normal School, 1849. A. M. Amherst College, 1861. Principal English High, Salem. Sub-Master Chapman Grammar School, Boston. Instructor at Bridgewater Normal School, 1850-53; 1857-60. Principal of the School since 1860.

ARTHUR C. BOYDEN, A. M.

*Vice-Principal and Instructor in Natural Science,
History and Civil Polity.*

Bridgewater Normal School, 1871. Amherst College, 1876. A. M. Amherst College, 1879. Taught Mathematics Chauncy Hall School, Boston, 1876-79. In 1891 went with J. W. Dickinson on Educational Commission to Jamaica. Instructor in Chautauqua and Cottage City Summer Schools. Bridgewater Normal School since 1879.

FRANZ H. KIRMAYER, Ph. D.

Instructor in Classics and Modern Languages.

Attended Universities of Munich and Giessen. Ph. D. Boston College, 1895. Served in War of Rebellion, 1864-5. Vice-Consul of United States at Munich, 1868. Author of several text books. At Bridgewater Normal since 1870.



WILLIAM D. JACKSON.

Instructor in Science, English Literature, Mathematics.

Bridgewater Normal School, 1880. Special course at Mass. Institute of Technology. Courses at Boston Teachers' School of Science. Taught at the Royal Normal College for the Blind, London, England. At Bridgewater Normal School since 1883.

CHARLES P. SINNOTT, B. S.

Instructor in Geology, Geography and Physiology.

Bridgewater Normal School, 1881. Harvard College, 1889. Principal Normal Department of Atlanta University, 1882-7. Teacher of Mathematics and Science, Milwaukee State Normal School, 1889-97. Called to Bridgewater Normal, 1897.

HARLAN P. SHAW.

Instructor in Chemistry, Mineralogy and Manual Training.

Bridgewater Normal School, 1890. Post-Graduate and Assistant, 1890-91. Special courses at Mass. Institute of Technology and Harvard University. Instructor at Bridgewater since 1891. Student in Graduate School, Harvard.

FRANK E. GURNEY.

Instructor in Latin, Astronomy, Book-Keeping.

Bridgewater Normal School, 1890. Special courses. Taught at School of St. Paul, Garden City, Long Island. At Bridgewater Normal School since 1891.

ISABELLE S. HORNE.

Instructor in Vocal Culture and Reading.

Courses in Boston University School of Oratory. Taught at Dover, N. H. Master's Assistant in Prescott Grammar School, Somerville. At Bridgewater Normal School since 1875.

CLARA S. PRINCE.

Instructor in Vocal Culture and Algebra.

Bridgewater Normal School, 1875. Courses at Holt Institute of Vocal Harmony, and American Institute of Normal Methods. Taught in Andrew School, Boston. Master's Assistant in Bigelow School, Newton. At Bridgewater Normal since 1879.

FANNY A. COMSTOCK.

Instructor in Rhetoric, Arithmetic, Botany.

Bridgewater Normal School, 1875. Taught in Marlborough High School. Instructor in Easton State Normal School, Castine, Me. At Bridgewater since 1888.

ELIZABETH H. PERRY.

Instructor in Drawing.

Westfield Normal School, 1880. Studied in Normal Art School, Boston. Taught in public schools of Springfield, Mass. Supervised Drawing in schools of Chelsea. Taught in Normal Art School. At Bridgewater Normal School since 1891.

MARY ALICE EMERSON, A. B.

Instructor in English.

Bridgewater Normal School 1886. Head of English Department, Plymouth (N. H.) Normal School, 1886-1888. Wellesley College, 1892. Preceptress St. Johnsbury Academy, St. Johnsbury, Vermont, 1892-1896. Head of English Department, Norwich Free Academy, Norwich, Conn., 1896-1900. Graduate work at Wellesley, 1900-1901. At Bridgewater Normal School since 1901.

BESSIE L. BARNES.

Instructor in Physiology. Physical Training.

Boston Normal School. Boston Normal School of Gymnastics, 1893. Taught in the Lowell School, Boston. Instructor at Bridgewater Normal School since 1883.

LILLIE E. MERRITT.

Assistant Instructor in Drawing.

Bridgewater Normal School, 1894. Assistant during last two years of course. Regular instructor since 1894.

LILLIAN A. HICKS.

Supervisor of Practice Teaching.

Bridgewater Normal School, 1875. Teacher in public schools of Acushnet, Petersham, East Bridgewater, Quincy, Boston. Returned to Bridgewater as Principal of Model School, Sept. 1891. Became Supervisor of Practice Teaching, Sept. 1899.

*Model School Instructors.*BRENELLE HUNT, PRINCIPAL. *Grade IX.*

Bridgewater Normal School, 1896. Principal Grammar School, North Abington, '95-7. Principal Grammar School, Westfield, '97-9. Returned to Bridgewater as Principal of Model School, Fall of 1899.

ADELAIDE REED. *Grade IX.*

Bridgewater Normal School, 1865. Taught in schools of Pembroke, Kingston, Abington, Malden, Newton, Somerville. Teacher at Bridgewater since 1896.

MARTHA M. BURNELL. *Grade VIII.*

Gorham Normal School, Me., 1887. Special course at Bridgewater Normal. Course at Harvard Summer School. Taught in schools of Concord, N. H., and Chelsea. At Bridgewater, since 1895.

SARAH V. PRICE. *Grade VII.*

Special course at Bridgewater Normal, 1899. Taught in schools of Warehouse Point, Conn., Montclair, N. J. Principal of Grammar School, East Hartford, Conn. Returned to Bridgewater, 1902.

NELLIE M. BENNETT. *Grade VI.*

Bridgewater Normal School, 1888. Courses at Summer School. Taught in schools of Middleborough. Returned to Bridgewater, 1896.

JENNIE BENNETT. *Grade V.*

Bridgewater Normal School, 1886. Courses at Summer Schools. Teacher in schools of Middleborough. Teacher at Bridgewater since 1898.

MARY L. WALLACE. *Grade IV.*

Bridgewater Normal School, 1893. Teacher in schools of Rockport and Malden. At Bridgewater since 1895.

SARAH W. TURNER. *Grade III.*

Bridgewater Normal School, 1878. Teacher in schools of Bridgewater, Dighton, Somerville. Returned to Bridgewater as teacher in Model School in 1895.

ANNIE LAWRIE SAWYER. *Grade II.*

Teacher since Sept. 1902 in 2nd grade, Model School. A graduate from the four years' course S. F. H. S., Warner, N. H. and two years Special Course, Bridgewater, Mass. Taught five years in Warner schools and two years in Wilmington, Del., previous to coming to Bridgewater.

FLORA M. STUART. *Grade I.*

Bridgewater Normal School, 1889. Courses in Summer School. Teacher in schools of Fairhaven and Newton. Returned to Bridgewater as teacher, 1890.

CLARA R. BENNETT. *Grade I, B.*

Graduated from East Stronburg, Pa., Normal, 1896, Bridgewater Normal, 1901. Taught in schools of Gardner and Beverly. In the Bridgewater Model School since 1901.

ANNE M. WELLS. *Kindergarten.*

Kindergarten Training Class in connection with Mrs. Quincy Shaw's School, Boston, 1889. Post-graduate work with Miss Fisher in Boston. Taught in schools of Brookline and Hartford. At Bridgewater since 1893.

FRANCES P. KEYES, *Assistant Kindergarten.*

Mrs. Aldrich's Training Class, Springfield, 1888. Taught in private kindergarten in Springfield, and public kindergarten in Hartford. At Bridgewater since 1895.



Graduation Day, 1902.



THE classes of 1902 were favored with as beautiful a day for graduation as they could have wished. The school hall was filled by a large and interested audience. After devotional exercises and the rendering of a song "Union and Liberty" by the school, the principal address was given by Mr. George H. Martin, for many years first assistant in this school, now one of the Supervisors of Schools in Boston.

Mr. Martin took as his subject The Higher Functions of a Course of Study. He showed how the course now followed in the public schools had grown from the three R's of Colonial days, subject by subject, each addition being made by legislation in response to a public demand. Three purposes of a course of studies are to impart knowledge, to discipline, involving a gradual growth in exactness, thoroughness and self-control, and to develop tastes and desires; love of nature, love of art, and love of good books should be encouraged. Beyond all these purposes should be the love of service; no man lives to himself alone; the deeds of great men have been examples for the generations which follow. Institutions come and go but man remains.

Mr. Cushing of the four-year class presented to the school the picture which the graduating classes had chosen as their gift; Mr. Boyden replied in acceptance.

Mr. Boyden spoke to the graduates upon The Teacher's Opportunities, as these opportunities spring out of the relations which the teacher holds to his pupils. His personal habits, his manner of speech, attract or repel, are a help or a hindrance to the formation of good habits on their part; his thinking and his tastes have influence in forming them; his moral nature impresses itself upon them, his spirit is imbibed by them; the greatest opportunity comes from the unconscious influence of his inner life. The teacher has greater opportunity than anyone else, except the parent, to shape the destiny of individuals, society, the nation and the race.

Mrs. Palmer's address in presenting the diplomas has especial interest in retrospect now that we know her voice will be heard here no more. Her thought was an illustration of what Mr. Martin had said of the love of service. The graduates were to go forth as servants as well as leaders. Those who fill the largest place in the world are those who are most truly and completely the servants of others. This truth was emphasized concerning King Edward whose coronation was expected that week, while the life of President Roosevelt furnished another conspicuous instance.

Diplomas and certificates were given to about a hundred graduates and special students, including a few who finished their course in January.

The second annual ivy-planting took place in the afternoon, with an oration, the reading of a history and of a poem, the burial of the records, and a speech in acceptance of the trust on the part of the undergraduates.

The public exercises of the day were completed by the customary social gathering in the evening.



Farewell to Normal.

Our life at dear Normal is now almost past.
We've come to the day that we've worked for, at last.
Yet now as we're leaving our dear Normal hall
We wish to return thanks to one and to all.
We've tried to be faithful in work and in play,
To learn some new lesson on each golden day,
For "not to be ministered unto" are we,
But all unto others would ministers be.

Now first to the Bay State, so true and so strong,
Our grateful affection doth rightly belong.
We thank our dear teachers for what they have done
To help us prepare for the race we're to run.
We cannot forget them, tho' far we may roam,
And always and ever will this be our home.
And now as we're leaving, how tender each heart
With memories of Normal, from which we must part.

As now we go forth to our mission in life,
Armed with courage and purpose to help in the strife,
Let us each carry with us the note of the school,
Determined to make it our own golden rule.
"Not for self but for others" our motto shall read,
That in the true spirit of love we may lead ;
For "not to be ministered unto" are we,
But all unto others should ministers be.



Class A.

M. D. CARROLL,	President
LULA E. PAYSON,	Vice-President
AMY W. LAWRENCE,	Secretary and Treasurer
BESSIE E. WATERMAN,	Historian

History.



OW in the year one thousand nine hundred and two, in the sixth month of that year, there arose among the members of the class that was called A, a mighty prophet, who spake, thus, saying,

“And those that come after us, shall they not at first tremble and fear much, and shall they not lack confidence to lift up their voices in the assemblies? Yet shall they struggle with good spirit till they wax exceeding strong and courageous, and there be none like unto them for courage.”

Thus was the prophecy fulfilled by the Section whom the leaders and chief among the people called D. And behold their names are written in the book of the Normals which is called the catalogue.

And this is the record of these people in whom was the fulfillment of the prophecy, in the fourth year that they dwelt in Bridgewater. In that same year their number was ten.

Now in the first month which is called September, they spent much time, yea, two hours a day spent they, with Albert, the chief of teachers, who is also called the Righteous. Thus they also spent the second month, and the third month, and also the fourth, and the fifth which is called January.

And behold there were with them many others from the Specials and the Irregulars, so that the congregation numbered about seven and forty.

“Hear me, O students, that ye may learn many things concerning the Art of Teaching. And lo! the students listened and learned many things of priceless worth which aided them in their work.

Moreover in those days of the fourth year that the people of the Section that is called D abode at Bridgewater, they became teachers of the children of the Model School. And behold! they began their work with much fear and trembling, as it had been prophesied concerning them.

But it came to pass that they grew strong and courageous, and in the last days labored in the work with much rejoicing.

Now four among the brethren, and one of the women, chose to sit at the feet of William and learn of him concerning trigonometry and geometry which was much advanced.

And as he taught them they marvelled at his sayings, especially when he spoke, saying,—

“I beseech ye, O students, that ye gain a little facility and much felicity in the use of those numbers which are called logarithms.”

Moreover, he warned them many times that they take great heed lest they use too often new truths which they had discovered by much thought.

And behold they answered, “So let it be.” And going on they labored with great valor and courage.

Now in a certain month of that year, and about the middle of that month, a strange malady seized upon certain of the people of Section D, so that they could remember no more to assemble with their teacher to take counsel concerning their work among the children of the Model school.

And the malady afflicted them sorely for many days and many remembered not to meet as they had been commanded.

And the teacher wondered, yet laughed and said, “This that has come upon us came likewise in the days of our fathers and it will straightway disappear.

And it came to pass that the prophecy concerning the malady was fulfilled in the same month that it came upon them, and the students again assembled according to the commandment of their leaders.

Now when they were assembled together to learn the art of reading, their leader stood up before them and exhorted them saying, "What shall it profit a man if he gain all manner of knowledge and lack control of himself?"

And the students saw that her words were full of wisdom and they sought diligently to follow them. Whereupon they became great in the art of reading in the eyes of all the people, so that they rendered the words of Shakespeare as no others had rendered them since the time they were written.

And one of the brethren achieved also great skill in the control of his body so that he was able to throw himself at a lady's feet with exceeding gracefulness

And the honor of the Section was great because of these things. But the work required much exhortation before it was finished.

Now it came to pass on the fourteenth day of the sixth month, that the people of Section D gave a feast and bade all the people who were sojourning in the land of the Normals for three or four years to join with them. And it pleased these people greatly, so that they came gladly and aided the Section in its great feast. And when they were all assembled together there was much rejoicing and all were satisfied.

But behold! these are not all the things which the people of the Section that is called D did in the fourth year that they abode at Bridgewater.

For lo, they studied the sun, the moon and the stars, and they made many drawings of much complexity, for the subject was exceeding difficult.

And it came to pass that the number of these drawings grew exceeding large so that they weighed upon the students like unto a heavy burden.

Therefore one of the students said, "Lo, I will sell my drawings which are called diagrams and add many shekels unto my purse." But behold, all the people had a great many and to spare and would not buy.

And they also made drawings in geology which added unto their burden, so that they began to cry aloud saying,

"Truly we are fed with nothing save Shakespeare and dia-

grams." And their lamentations were heard the length and breadth of the school.

But it came to pass that their sorrow was turned into joy and their weeping into laughter. And in the last days they raised a song of thanksgiving unto their leaders for their great kindness and mercy unto them in all the years that they dwelt at Bridgewater saying ;—

“Unto thee, O Normal
Do we give thanks ;
For thou hast raised us,
Yea, hast lifted us up,
From the depth of ignorance
Hast thou raised us.

And there was great rejoicing and thanksgiving among all the Section.

Members.

Boyden, Ethel	Bridgewater	Clapp, Ida May	Scituate
Carroll, Michael Davitt		Gunn, Sarah Cameron	Dedham
	East Bridgewater	Lawrence, Amy Winifred	
Matossian, Jesse	Aintab, Syria		Lebanon, N. H.
Pellissier, Robert Edouard		Payson, Lula Estelle	Camden, Me.
	Brooklyn, N. Y.	Valentine, Jennie Judith	Fairhaven
Vinal, William Gould	Norwell	Waterman, Bessie Everson	Campello





H. FOREST WILSON, President

LUCIE E. REED, Vice-President

A. LAURA HARDING,
Secretary and Treasurer

FLORENCE A. BAKER,
Normal Offering

LUCIE E. REED, Historian

COLORS—Maroon and Gold.

History.



WE ARE 13; a baker's dozen with the Baker included. When we entered upon our duties in September we were glad to know that every member of our beloved "Section A." had returned. It became necessary after awhile that the good old Section be divided into parts, for now the time had come when the "Three Years students" must shift for themselves. The new class flourished under the name of "we" and had one officer, the historian. A few other students were looking for people like ourselves, and finding us, by mutual consent the Irregulars became an organized class with the above named officers.

During the past year we have realized what our work here means, and have aimed for the goal more earnestly. Many pleasing incidents have happened during the year, which, when recalled, bring back old memories and pleasant associations. The incidents are many and of great variety, due to metamorphism and crystallization. You will say I am right in the use of geological terms, when you remember that "the first year, we're young; the second, we're old; and the third, fossils"—As the last, it is our wish to be a benefit to our successors who may profit by our mistakes and use our good qualities for an example.

Joys and sorrows for ourselves and others began with our initiation into Model School life and the mysteries of Psychology.

In the latter we have learned what we are, what we ought to be, and in connection with the former, tried to put theory into practice. At the first assignment of grades the three gentleman of the class went to the kindergarten. This was a small beginning, to be sure, but the great ending is the enevitable result. The fact that Mr. Wilson stepped to intermediate work proved too much for him. He became ill and was obliged to go to his home. After a severe sickness he gained strength and returned to school, where he was warmly welcomed by his classmates. The vacation habit was contagious, for after the February holiday, another one of our members took Wing(s) and flew, but returned after the spring vacation to maintain the "lucky 13."

The psychology classes never ceased to be interesting, sometimes entertaining; especially when certain persons volunteered information. Once, when Mr. Boyden asked, "Who has ever seen the diaphragm of a pig?" Mr. Northcott replied, "Mr. Sinnott has one." Mr. Wilson when asked of what use was the hair on the face, quickly replied, "I have no use for it there." This statement was in direct contradiction to his actions last year. Miss Wing seemed to agree with Mr. Wilson that hair on the face was not becoming to men. She did not explain why she was so impressed. One incident of the reading class is not likely to be forgotten. Again Miss Wing seems to be the unfortunate one for it fell to her lot to read.

"Love swells like the Solway but ebbs like its tide."

Miss Horne remarked, "It wouldn't appear so from your action." The laugh which followed was increased ten-fold by Miss Horne's additional statement, "I didn't mean anything personal. you all have had similar experiences." Have we?

Every member of the 'lucky 13' is an important factor in the school life. Mr. Wilson has charge of the school, where you can get what you ask for, or 'something just as good,' another member belongs to a King-ly race, and one is recognized by all to be the Keen 'n of the class. Mr. Eldridge is the actor, impersonating Scrooge or Shylock with perfect ease. I forgot to mention that we have a fourth Mann. In gymnastics one young lady shows such motor control, it would appear as if she were a statue, and one might ask 'Isherwood?' A literary career

is marked out for another, for when she cannot express herself in prose she uses poetry. Two members are inseparable and so much alike that even their names begin with the same letter H. The little one is Miss Williams, little, but Oh my!

During the past years of our Normal life the 'round robin' has found its way into each member's home. It is the wish of all that the 'robin' may never die but returning each year may find each one further advanced, and more ready

To add to the world's joy and mirth;
 To render fair the path of duty;
 To sprinkle sunshine o'er the earth;
 To see in all things hidden beauty.

To put aside all needless strife;
 To struggle onward in endeavor;
 To gather in the heart of life
 The inner wealth that lasts forever.

Members.

Northcott, John Warren	Quincy	Keenan, Margaret Winifred	
Wilson, Henry Forrest	Gloucester		Southbridge
Baker, Florence Adeline	Westwood	Mann, Grace Leonard	E. Bridgewater
Hammond, Helen Adair	Kingston	Reed, Lucie Estes	Brockton
Harding, Annie Laura	Cottage City	Wing, Irma Ethyl	West Medford
Isherwood, Elsie May	New Bedford	Eldridge, Alberta Morton	S. Chatham
King, Tina Marie	Wollaston	Williams, Agnes Sophie	Taunton



Seniors.

BLANCHE M. BRICKETT,	. . . . .	President
SARA T. ALLEN,	. . . . .	Vice-President
EDNA F. SCOTT,	. . . . .	Secretary
LULU M. DIX,	. . . . .	Treasurer
LINNA M. FERRER,	. . . . .	Historian

CLASS COLORS—Dark Green and Gold

History.



TEMPUS FUGIT" was the sage remark of Virgil in old Roman times. What would he have said if he had been a Senior at the Bridgewater Normal School! When we entered upon our course as Juniors with what long faces and heavy hearts we thought "Two years away from home!" Now as we look back over the time we have spent here, it seems impossible that months have elapsed, yet the future has become the past, and the Regular Class of 1901 has made its history.

If it does seem impossible to realize that we have stayed at B. N. S. two years, we need only look at our pile of note-books to find that 'Life was earnest'. Can we ever forget the hours we spent in drawing birds for zoology! One thought consoled us always in our work. Every bird we drew was carefully labelled to avoid mistakes as to identity; yet even then whenever we prided ourselves upon a particularly well-extended quail, some poor critic would say, "Why, what a beautiful robin"! The Senior, exemplifying the forbearing spirit of her class, would only sigh, while the critic passed on, happy in the consciousness of having done at least one good deed that day.

In the early fall, Seniors might be observed carrying hammers with which to pound knowledge out of stones, not into one

another's heads. Then it was also that the girls bent patiently over squared paper trying to make designs that would illustrate balance, rhythm, and harmony. Of course this was trying work but there was a certain fascination about it that kept us at it despite ourselves. By Thanksgiving, gray hairs and lines of care began to appear. "Oh dear! Have you handed in your book-keeping? I'll never get mine done." History maps next claimed our attention. Then came Model-school observation. Our fears as to whether she would see what we ought to see are still remembered, while at the word "English" we all faithfully performed the "panting exercise" taught us in reading by Miss Horne.

By Feb. 3 we bade good-bye to all of our Normal-school studies except Geography, reading, nature study (which translated means, *Get up at 5 a. m.*) gymnastics and literature. Then we were initiated into the art of teaching. How beautiful and calm everything was as we watched the regular teacher conduct the class; but when our first exercise came, the thermometer rose, the wind blew a hurricane, and we were tempest tossed, struggling blindly for shore, only knowing that we must swim, not sink. We sincerely hope that the anti-cyclone will be less depressing in its effect upon us.

To some illustrious mortals has been granted the privilege of making history, and the Senior Class, like all truly great organizations has its prodigies in history making. Miss Brooks has shown unexcelled skill in distinguishing synonyms. "Sink or swim, live or die, survive or perish" proved a snare to the Senior readers, until Miss Brooks helped us out by telling Miss Horne, "Well, when you die you may go to the other world, but when you perish you may not." To Mr. Boyden's question "How do you know that the food you eat doesn't drop right down into your stomach," Miss Brooks calmly replied, "Because if it dropped right down, I'd hear it and feel it." Only once has she seemed to hesitate, and that was when she learned of the twenty-four hours of day-light a person may find at times at the Arctic Circle. Her question came naturally enough. "Do the people in the Arctic Circle have to go to bed then before it is dark?" Miss Bertha Allen made her name famous by asking in

reply to Mr. A. C. Boyden's question, "Why did the Pilgrims go to Leyden?" "Why, weren't there some other people there?"

But it is in psychology that the Class of 1903 has made its mark. Many wonderful things have we stated. For instance:—"The primary part of the osseous system is the spinal column composed of twenty-six vertebrates;" "Sugar is sour," (twice affirmed by Miss Dix); "The muscles by which the legs are moved are in the lower leg." (Miss Cobb).

The hall of Fame has prominent places reserved for Misses Bates, Hall, Gammons and Thompson, as these anecdotes will demonstrate. Miss Bates remarked, "Some dogs do some better things than some men do." "What do you mean by better things?" asked Mr. Boyden. "I think they are more faithful," was the astonishing reply. On referring to the earth as it existed under the action of the three forces, gravitation, cohesion, and chemical affinity, Mr. Boyden suggested that the earth would have been a lonesome place to live in under the circumstances, but Miss Hall amended the statement by saying, "If there had been *one* person there it would have been *very* lonesome."

One misunderstanding only has arisen. Our psychology topics say: "Physical human nature has been acting from the first, spontaneously, and of necessity, to build and maintain the organism, and to preserve its identity through all the changes of nature." Miss Thompson could not see that the identity of the body was preserved until Mr. Boyden cleared matters. Here is what happened: "You are Miss Thompson now?" "Yes" "How long have you been Miss Thompson?" (Rather hesitatingly) "Always." "Yes, how long do you expect to be Miss Thompson?" (most emphatically) "*Always.*" (Roars of laughter from the class, consternation on Miss Thompson's part, and a sudden change in Mr. Boyden's face as he said to us, "Evidently you're thinking of something besides Miss Thompson.")

So the Senior class has gone on from day to day adding new names to those already prominent in school history. Our life here has been a very happy one—much sunshine, few clouds. We have worked hard trying to fit ourselves for teachers in the true sense of the word; teachers of whom the school and the

State will be proud. Now that we are so near the end of our course we are sorry to have to leave our Alma Mater. Juniors, it lies largely in your hands what the character of B. N. S. will be next year. Make it a grand one, keep up the standard, and always remember that the spirit of the Senior Class goes out to you in the words, "God be with you till we meet again!"

Members.

Alden, Harriet Elizabeth	Campello	Hall, Ednah Snow	Fall River
Allen, Bertha Inza	Fall River	Holden, Mary Edna	Westford
Allen, Sara Thomas	Dartmouth	Holmes, Jane Standish	Rockland
Boyle, Elizabeth Susanna	Sandwich	Hopkins, Florence Mitchell	
Boynton, Anna Lois	East Pepperell	Ilsley, Anna Laura	Chelsea
Brickett, Blanche Merrill	Salem	Johnson, Gertrude Lenore	Fall River
Brightman, Carolyn Parker		Kennedy, Ada Foster	North Plymouth
	New Bedford	Kiley, Ella Martha	Somerville
Brooks, Mary Ella	Brockton	Kimball, Elizabeth Oliver	E. Walpole
Burns, Margarita Elizabeth	Hingham	Marshall, Margaret Jane	Brockton
Byam, Henrietta F. E.	Milford, N. H.	Mayhew, Vesta Whittier	North Tisbury
Chace, Josephine	Fall River	McCool, Catherine Gertrude	Brockton
Clarkson, Charlotte May	Fall River	McDonald, Mildred Flora	N. Abington
Cobb, Helena Porter	Hull	Metcalf, Edith Lois	Franklin
Cronin, Anna Loretta	East Weymouth	Murphy, Mary Agnes	Norwood
Delano, Nettie May	Rockland	Oleson, Mary Hall	Warren
Dix, Lula Marion	Somerville	Phinney, Lucinda Estelle	Cotuit
Ferrer, Linna Maude	Southbridge	Rogers, Grace Ethelyn	Westborough
Gammons, Ruth Mildred	Bridgewater	Sanders, Bertha Elizabeth	Lanesville
Gibbons, Ellen Maria	Hingham Center	Scott, Edna Florence	Somerville
Gilroy, Ella Louise	Taunton	Smith, Margaret Jane	Taunton
Galvin, Gertrude Helen	Methuen	Smith, Mima	Whitman
Godsell, Mary	Quincy Point	Sykes, Mabel Lavinia	Fall River
Griswold, Kate Matilda	Felchville, Vt.	Tew, Alma Preston	Taunton
Grover, Hattie Beatrice	West Roxbury	Thompson, Josie Adelaide	Hopkinton
Guigon, Caroline Hall	Franklin	Tillson, Blanche King	South Carver
Hannan, Helen Marion		Wadleigh, Edith Carlisle	N. Falmouth
	Kingston, Jamaica, W. I.	Walker, Ankie Ethel	Dighton

Class B. 1904.

JOSEPH F. GOULD,	President
ELIZA McTAGGART,	Vice-President
CHESTER F. MILLER,	Secretary and Treasurer
CHARLES W. WALTER,	Historian

CLASS COLORS—Crimson and Gold.

History.



As the former historian had hoped, the class as a whole returned, refreshed and eager for the new work and play.

Did I say play? Yes, play. Our class is somewhat noted for its achievements in that line.

We have five young men on the base-ball team, and as many on the foot-ball team. I do not mean ten men in all, but only six. Great would be the class at Normal in our day which could boast of ten men as athletes.

Not only in the athletic line are our men famous but in the dramatic profession also. Mr. Miller has achieved marked success by his "Reading with expression" in the German class.

Not alone in the German class is his acting worthy of mention; for his part of five words in the play "Cross Purposes" showed marked historic ability.

The young lady orphan who took physics may some day become famous on account of her astronomical discoveries. She attempted to have the *lunatics* (according to Mr. Jackson) see an eclipse of the earth.

Some of the members are so anxious when called upon to present or teach that they begin to speak while on their way to the front of the class. This may be a sign of having studied their lesson, or it may mean that they are trying to get a bad thing finished as soon as possible.

Dear class who are to follow in our footsteps, do not try to find metals that are not present in the vials which Mr. Shaw will give you in chemistry. Do not question Mr. Jackson in his mathematics when he assigns five problems to four people, each one to solve two; because if you do you will be told that two persons can solve the same problem.

The repeated trips of the Manager to Taunton indicate that he is securing a large number of advertisements from firms of that city. If this is not the reason pray tell us what it is.

We have been sorry to lose some of our members by their entering the class of 1903. But although many has left us, let what remain be the "Faithful nine" and uphold the reputation of our glorious class.

While we are enjoying the coming vacation let us not forget that we are to return in the fall in condition to finish our preparation for the noble work of teaching.

Members.

Gould, Joseph Francis	Rockland	Walter, Charles Wesley	Barre
Handy, Anson Burgess	Cataumet	Blake, Emily Stetson	New Bedford
Hapgood, Arthur Williams	Uxbridge	Hayward, Lucy Everett	Halifax
McDonnell, John Martin	Rockland	McTaggart, Eliza Agnes	Plymouth
Miller, Chester Frederic	Bridgewater		



Class C.

C. FRANCIS AHERNE,	. . . . .	President
LAURA B. TOLMAN,	. . . . .	Vice-President
GERTRUDE E. RAYMOND,	. . . . .	Secretary
LILLIAN M. KIRMAYER,	. . . . .	Treasurer
THOMAS E. FREEMAN,	. . . . .	Historian

History.



FOR a second year our class has gathered to continue the noble work which it began last year. This time we are called Class C, while last year we were Class D. We seem to be repeating the alphabet backwards, but nevertheless we are going forward even if our class title from year to year does not show it. Class C is not so large as some of the other classes, nevertheless the rest of the school can C us if they look hard.

We are sorry to say that three or four of our number are not with us now, but our thoughts turn to them often, and we recall the happy time we had last year. Our former mates do not forget us either, but frequently visit us.

Our class is composed of three and four year scholars, so that in many of our studies we are separated; but we are together in some, and happy in that fact. For instance, we all come to Room 18 to learn how to talk correctly, and also to learn the art of prose writing. None of us have had any remarkable success, as yet, with one exception; one of our sisters, Miss J - - - son, got the courage to tell us how she went fishing for star-fish one night in her dreams. She did it well, and I have no doubt Mr. A. C. Boyden would be pleased to hear about it. But the rest of us have as high hopes, and our courage is good.

After the hard work we did in Technical Grammar last fall, you can imagine the surprise of the scholars who heard this remark from a young man in Class D, "I ain't going to do nothing for nobody that never done nothing for me." Of course we pity him, but he will learn better before he has finished his course.

We have derived great pleasure and profit from our interesting discussions in Room 11. Here we have been reading about the pedagogical views of the ancient Romans, but we have found these views quite modern. We also have found that "Reproduction" is the back-bone of our study, but it has taken a long time to beat that fact through our craniums. We were induced to "come along" very often, the penalty being that we should have to go up one flight if we didn't.

The patriotic spirit of our class members is manifested when the commercial or industrial relations of the U. S. are compared with those of other nations in the Geography class. The U. S. is invariably in the lead, even if the facts show that she must take inferior rank. They cannot bear to see her anywhere but in the first place.

To break the monotony of our studies, we played our part well in the Section Valentine Party given on Valentine's Eve. We enjoyed a very happy evening and had much fun over some of the comic valentines brought in by the Sections. We have had one or two class meetings, and have chosen the state seal as the model for our class pins. We have also taken two or three pleasant Geology trips around the town of Bridgewater, and are prepared to tell anything about Sprague's Hill or the 'clay pits.'

The class, as a whole, is learning to take a broad and optimistic view of things, and great progress is being made along all lines of study. It seems wrong to some of our number, though, to have to go into Room R, and forge checks on the National Banks of our beloved country. But we have the greatest trust that our instructor in that important subject knows his business, and that we shall come out all right.

Many more pleasing incidents of the past year could be related, but we will let the school judge us from what has already been said. So trusting that each of our number will have a

pleasant vacation and will get well rested for next year's work, we bid one another and the school a happy adieu.

Members.

Aherne, Cornelius Francis	N. Abington	Kirmayer, Lillian Marie	Bridgewater
Freeman, Thomas Eli	Bridgewater	Lynch, Catherine Florentine	Brockton
Mahoney, David	Rockland	Raymond, Gertrude Eleanor	Whitman
Sadler, Edward T. N.	New Bedford	Saunders, Una	Lanesville
Donovan, Annie Louise	Rockland	Shipman, Julia Mary	Boston
Hadley, Mary Elizabeth		Crowley, Anna Clare	Abington
	Goffstown, N. H.	Finley, Lois Horton	Randolph
Hayes, Mary Anne	Bridgewater	Horne, Alta May	Wolfborough, N. H.
Hersey, Ione Thurston	Medford	Howes, Bessie Crowell	Woods Hole
Jameson, Mildred Louise	Brockton	Hume, Viola Waters	N. Stoughton
Osborn, Raida	Edgartown	Maguire, Ella J. R.	Hingham Center
Shaw, Phœbe Ethelle	Mattapoisett	Mason, Ethel Blanche	Maynard
Tolman, Laura Bird	Winchester	McCarthy, Emma Frances	
Blair, Fanny Goucher	Bridgewater		East Weymouth
Cheves, Annie Dryden	Lanesville	Moran, Gertrude Lillian	
Estes, Florence Vining	South Hanson		Weymouth Center
Kimball, Mary Lee	Hingham Center	Stuart, Ina Belle	Fall River



Class D.

FREDERICK J. O'BRIEN,	. . . . .	President
NELLIE E. CARROLL,	. . . . .	Vice-President
CLARA M. SHAW,	. . . . .	Secretary
MICHAEL A. HOOLEY,	. . . . .	Treasurer
JOHN E. KEEFE,	. . . . .	Historian

History.



OW heavy this suit case is! I wish I were there!" These and other similar exclamations were made last June and September by fine specimens of young manhood and womanhood. If you inquire who they are, you will learn that they are Class D of the Bridgewater Normal School.

Let us look more closely and more attentively at them. See them making records in all branches of their work. In Psychology for instance, Mr. Boyden learns from Mr. O'D-n-e-l that ten times ten is a thousand. This statement is warmly seconded by Mr. Br - - n.

Wise indeed are our prophets who foretold what would happen when Miss F - - ch poured water into a tube open at both ends. In this same Physics room we learn those wonderful things which we thought we knew but of which we find to our sorrow we are woefully ignorant. The young men wonder why the young ladies know so much about "images in plane mirrors."

Go on a little farther and the room of "phlogiston" appears lighted up by the bright and cheerful faces of Class D. Mr. H-l-y will tell you that "platinum is a dirty black-white substance which floats in water, anyway it is three times as heavy as iron." In this room we are drilled in "inductive and deductive reasoning" until we doubt whether we know anything of Chemistry.

If you have the time and can conveniently come into the French class you will hear things that Corneille, Dumas, and others should have written, but which they never did write. Corneille is not known to have said that he hung himself upon a fair maiden's lips, and yet one of Class D has said it.

Upon the athletic field, Class D has won praise, for it has furnished four men to the foot-ball team and three to the base-ball team. The girls have also won praise as basket-ball players.

Let us try still harder to add to the success which we have already acquired by faithfully sympathizing with our dear companions, the teachers. We call them companions, for what else are they but companions, since they are with us in spirit all the time?

May Class D go further in their search for knowledge, and so develop that when we have finished, dear old "Normal" may say "well done."

Members.

Hooley, Michael Aloysius	S. Boston	Fotch, Emma Margaret	South Boston
Keefe, John Edward, Jr.	S. Boston	McAlister, Alice Josephine	Bradford
King, Theodore Williams	Taunton	Padelford, Ruth Russell	Taunton
O'Brien, Frederick James	S. Boston	Perry, Estella Alicia	Winchester
O'Donnel, Frank Joseph	Bridgewater	Sanborn, Grace Eugenie N.	Middleboro
Stevens, George Willam	Nantucket	Shaw, Clara Merton	Bridgewater
Carroll, Ellen Elizabeth E.	Bridgewater	Coveney, Annie Maria	Somerville
Farnum, Clara Lillian	Brockton		



Juniors.

ARTHUR T. FRENCH,	President
HARRIET L. ABBOTT,	Vice-President
MARION L. HAWES,	Treasurer
MILDRED H. TAVENDER,	Secretary
MARY PATTERSON,	Historian

CLASS COLORS—Red and Gold.

History.



AS we Juniors look back over our first year of Normal School life, our thought naturally wanders to the day that we entered these halls of learning, the first day that we came together as classmates. How new and strange it all seemed, this Normal School with its new ways and unfamiliar faces! In all this strangeness, however, we recognized a friendly spirit prevailing, and, owing to the older students and teachers soon felt ourselves at home.

Looking around on the members of our class an observer will note the fact that, for a co-educational school, the number of young men is unusually small. But we feel in a measure consoled to think that other classes are no better off than ours, and that things might have been worse.

One of the things to which we looked forward with anxiety was general exercises. These interesting exercises were omitted the first four weeks, and when they did become a part of the daily program we found that many of the questions were addressed to the older members of the school.

The difficulties that music at first presented to us will never be known except by those who have experienced and conquered

them. To those of us not gifted with melodious voices the "Sight Singing Series" was especially trying. It takes skill to sing four measures and to remember all the different points that go to make up a correct singing exercise. If we have showed a little undue mirth at some surprisingly sudden raising or lowering of pitch, we beg that these sins may not be counted against us.

We have devoted ourselves to the science of chemistry in order to find some new truth to give to the world. That we have not wholly failed is proved by a statement of one of the young ladies who said, that the public in general should avoid the use of lemonade as it is often made of sulphuric acid mixed with water.

Besides many other valuable qualities that we have gained, we have developed an amazingly large amount of sympathy for others, during our course in drawing. Congratulation and commiseration have been freely expressed over the excellencies or deficiencies of our friends. If we look at our portfolios in later years we shall see what it means to persevere and finally conquer.

But our Junior life has not been all trials and tribulations. What with athletics and social function our life has been happy here, and each one is looking expectantly forward to the new year. Just "hitch your wagon to a star," Juniors.

Members.

Bagley, Anna Marion	Haverhill	Baker, Lillian A.	Milton
Collins, Alice Eloise	Lawrence	Batchelder, Helen Frances	Everett
Croft, Joanna Dow	Enosburg Falls, Vt.	Beal, Helen Reed	Abington
Megley, Kathryn Mary	Holbrook	Beaudry, Elizabeth Bertha	Reading
Parker, Leila May	Springfield	Belcher, Florence Alma	Holbrook
Smith, Gertrude Emma		Bemis, Bertha May	Spencer
	Great Barrington	Benner, Adelaide	Medford
Carter, Clarence Henry	Cochituate	Boyle, Katharine Agnes	Taunton
French, Arthur Tapley	Roxbury	Brackett, Maude Ellsworth	Brockton
Graham, John Henry	East Boston	Brooks, Mattie	Haverhill
Perry, Harold Edgar	Chelsea	Campbell, Flora Washburne	
Abbot, Harriet Lincoln	Andover		East Taunton
Alexander, Grace Abbott	Hyde Park	Carter, Ethelyn Eastman	Somerville
Allen, Bessie Bradford		Chase, Edith	Wallingford, Conn.
	Turner Village, Me.	Clark, Elizabeth Roberts	N. Hadley

Clark, Winnie Angeline	Stoughton	Luce, Donna Etta	Brockton
Daley, Margaret Theresa	Fall River	McCarthy, Margaret Frances	Walpole
Damon, Clara Louise	Marshfield	McIntyre, Catherine Marea	Brockton
Davis, Florence Joyce	Taunton	McLaughlin, Laurinda	Mansfield
Devine, Fannie Marie	Randolph	McManama, Agnes Louise	Waltham
Downey, Elizabeth Agnes	New Bedford	McManama, Sarah Cecelia	Waltham
Downing, Lillie Hale	Medford	Merrill, Edna Lena	Manchester, N. H.
Doyle, Margaret Elizabeth	Chelsea	Morrissey, Alice Virginia	Milton
Fenton, Agnes Mable	Bridgewater	O'Connell, Frances Marguerite	Canton
Fitzgerald, Helen Josephine	Taunton	Packard, Mildred	Campello
Gay, Phyllis Elizabeth	Groton	Patterson, Mary Webber	Wollaston
Gillen, Agnes Florence	Andover	Poole, Marian	Charlestown
Gilmartin, Mary Alice	New Bedford	Preston, Mary Louise	Springfield
Guild, Edith Frances	Mansfield	Reynolds, Alice Louise	Randolph
Hawes, Bertha Delphine	Stoughton	Ronaldson, Ethel Ann	Springfield
Hawes, Marion Louise	Waltham	Shaw, Sarah Murdock	Middleboro
Hodge, Ethel Louise	Holbrook	Sweetzer, Edith Pearl	Melrose
Howe, Alice Eva	Brockton	Tarleton, Florence Evangeline	Concord, N. H.
Hunt, Lora Monroe	Bridgewater	Tavender, Mildred Harnet	Atlantic
Hunt, Mary Litchfield	Bridgewater	Taylor, Ethel Louise	Medford
Johnson, Alice Nana	Watertown	Turner, Charlotte Louisa	Campello
Jones, Eunice Adelaide	Somerville	Vaughan, Bertha Florence	Carver
Jones, Stella Marie	Holbrook	Waldron, Bertha Elizabeth	Taunton
Joss, Alice Forbes	Quincy	Warren, Helen Margaret	South Acton
Keith, Bethia Stetson	Myricksville	Warren, Ivanetta M.	Ashland
Kemp, Avis Mildred	Manchester, N. H.	Webster, Florence Dyer	Waltham
Kendrick, Edythe Crosby	Dorchester	Westcott, Anna	White Rock, Me.
Kenney, Gertrude Agatha	Medway	Wilcox, Mary Isabelle	Newport, N. H.
Lane, Elizabeth Mary	Weymouth	Wilson, Mabelle Almira	Springfield
Lane, Alice Boswell	Rockland	Winans, Edna Avis	Springfield
Libby, Lena Burbank	Scarborough, Me.		
Lucas, Zelma Butler	Plymouth		





GRACE T. SMITH,	.	.	.	.	.	President
JANET M. MACDONALD,	.	.	.	.	.	Vice-President
EFFIE A. KEITH,	.	.	.	.	.	Secretary-Treasurer
ALTA M. REED,	.	.	.	.	.	Historian

History.



THE 15th of September 1903 found eighteen members of the gentler sex, from various parts of New England, gathered at the Bridgewater Normal School for the "Special" purpose of further instruction in the ways and means of encouraging youthful minds to choose the higher good.

Most of us reside in Woodward Hall. This has been called "the home for disappointed females," but a few are questioning whether the title applies this year.

Since work was very plentiful and our chief recreation was reading "Davidson," we had little time for social life and became quite conservative, having only two socials and those in No. 5.

So many of our class were fond of athletics that we soon formed a basket ball team ; work (?) prevented us from playing a single game together, and the departure of our captain banished the last shadow of our hope of attaining the cup at the annual tournament.

During the first twenty weeks, we spent much of our time in No. 17 ; There we all felt, through our principal's inspiring influence how great a work the teacher's work is. The comparison of the strivings of the "Specials" to the pouring of a quart of coffee into a pint pot was rather startling, though not discouraging, for we all knew that the homely phrase was correct.

During our study of mineralogy and geology, we were taken on several pleasant walks, and hunted, in vain, for rocks not to be found for miles around.

Nature study we found very interesting and often amusing, and we are confident that we can name anything from the eye-spot of a scollop or the ear of a clam, to a purple finch.

In history, while a few have remained on the verge of — —, on account of the question box, the majority have fallen in and may now be seen moving hopelessly about in the deep abyss.

Gentlemen have generally been in the minority in the Special class and ours was no exception. In fact the one gentleman of the class stayed only a few weeks, but we have, as a compensation the distinction of having a bright and wide awake boy as a mascot.

The beginning of the second term found our class smaller in number by six. They had folded their tents like the Arabs and as silently stolen away. However we trust that we make up in quality what we lack in quantity!

Our two college graduates, and the one member who has traveled abroad, have never tried to impress us, who are less fortunate, with their superior wisdom. Five of our number are ex-principals. Three are pressing on to the heights of fame in No. 24. A far famed singer and whistler, an energetic conversationalist, and a favorite whose ringing voice has penetrated to the farthest corner of Woodward, complete the class, with the exception of the writer.

Before closing this, our brief class history, it seems that a word of grateful appreciation, is not amiss, for the invigorating, thoughtful, aid given us by the teachers,—

“Not for school but for life.”

Members.

Keith, Effie Almira	Bridgewater	Crowell, Persis Addy	Woods Hole
Smith, Grace Trowbridge	Longmeadow	Gilbert, Jennie Sampson	Southbridge
Eustis, (Mrs.) Mary Florence		Learned, Fanny Heywood	Fall River
	Bridgewater	MacDonald, Mary Jeannette	Boston
Reed, Alta M.	West Roxbury	Morss, Louise Knoll	Bradford
Williams, Carolyn Elizabeth	Hudson	Newman, Ada Elizabeth	Newburyport
Bean, Gorda Nana	Boston		

“SPECIAL” EDITION DE BRIDGEWATER!

THE NEW INTERNORMAL ENCYCLOPAEDIA!

Contains pronouncing vocabulary, departments of Literature, History, Science, Geography, Zoology, and Biography, and covers the whole field of learning.

Special Discount to Offering Readers.

Following are sample illustrations of the excellence of the work.

Name.	Description in Parts.
Gilbert.	The breathing apparatus of a fish. Abbreviated form of proper noun Albert.
C - - - - -1	The name of a well-known member of the raven family. Smaller rear portion of a dwelling-house.
- - - - -	The name of a very useful member of society who labors with metals and equines.
- - - - - - - - -	A common prefix to Scotch names. The first word in the title of a well-known book by Mary Mapes Dodge.
- - - - -	A term used to indicate anything that is recent. The name applied to the highest order of mammals.
- - - - -	A small, compactly-growing plant commonly associated with “well-buckets.”
- - - - - - - - -	The word which means to acquire knowledge. The abbreviated form of the proper name Edward.

-
- A small implement used to fasten a door.
Name applied to upland pastures or waste
lands in Scotland.
- Term denoting the sharp part of a knife
blade.
The equivalent of 2000 lbs.
- The name of a well-known variety of thread
commonly designated O. N. T.
- The abbreviated form of the proper noun
Willis.
The name of a vegetable which is a staple
article of food in the Southern states.
- A succulent variety of the *legumin* family
much used in New England, especially
near the Hub.
- Peculiar evergreen trees common in Europe.
Contracted form of "It is."
- French expression which means "The world."
- Word which means deceit or duplicity plus
the fourth letter of the alphabet.
- The name of a well-known man-dressmaker
of Paris.
The final syllable of the word "hay^{ing}."
- First syllable of the word "lentil."
Word which signifies difficult.



Alumni.

My school year has passed very happily among forty-two (at one time forty-eight) lively and interesting 7th Grade children in the Adams School, Quincy, Mass.

Elsie E. Turner, Sec. B, '02.

For three years I have been teaching the 7th Grade in the Highland School, Revere. I find the work more interesting from year to year.

Ida M. Mann.

I am teaching in Andover, Mass.

Louise V. Bowker, '01.

I am Professor of Latin in the Pittsburg, (Pa.) Academy, numbering some 550 pupils, where I have been the past two years. I am also a member of the Pedagogical Section of the Pittsburg Academy of Science and Art.

A. H. Grant.

I am situated as Principal of the Abington High School.

A. L. Gould, '00.

I am teaching 1st and 2nd Grades at Plainville, Mass. I have a pleasant school and enjoy my work very much.

A. G. Morse.

I am teaching in Wayland, Mass., Grades VI and VII, and I enjoy, most of all, music which I have in all the grades except the Primary.

Alma Sworer, '02.

The 7th Grade in the Craucle School, Quincy, happened to be my fate this year and a very pleasant fate it is too. I have thirty-seven pupils at present.

Cora May Hutchinson, '02.

Section B.

I have a very pleasant situation as Assistant in the Pine St. Primary School in Taunton. It is pleasant to be at home.

Alice S. Dean.

I am teaching in Bourne, Mass., the first five Grades, thirty-eight children.

Harriet M. Bloomfield, '02.

I find Rhode Island youth quite acquiescent under the exercise of Bridgewater methods, and I cannot speak too highly of the special course which it was my privilege to enjoy last year. I am situated as Principal of the new Harrisville, R. I. Grammar School with seven assistant teachers.

C. Ralph Taylor, Special, '02.

I am situated pleasantly in the 6th Grade of the Quincy School, Atlantic. Mr. Sampson, the Principal, is also a graduate of Bridgewater.

Amalie Knobel, '02.

On June 1, 1902 I was married to Mr. Charles H. Mosher of New Bedford and have not taught since. Previous to that time I was Principal of the Rockdale School, New Bedford.

Addie (French) Mosher.

At present I am teaching in the Groton Grammar School and enjoy the work very much.

Mabel H. Ellis.

I am teaching a 4th Grade of forty-nine children of all nationalities in Fall River. I shall never forget the happy days at Normal.

Margaret E. Ferguson, '00.

Since graduating I have taught the 2nd and 3rd Grades in the Rogers School, Gloucester. My children are bright, active and fond of getting into mischief.

Gertrude F. Broad, '99.

I am teaching the first three grades in Cotuit under Mr. Armstrong as Principal. I enjoy the work and would advise everyone not to refuse to have anything to do with "the Cape."

Mabel B. Estes.

I am teaching 1st Grade in the Burbank School in Millbury. I have almost forty children in the school. Am enjoying the work more than ever before.

Mabel A. Sawyer, '00.

This year I am teaching in the Marlboro School in Georgetown, Mass. I have the first six Grades.

Susie W. Merritt.

I am pleasantly situated as Principal of Grammar School, Osterville, Mass., teaching Grades 7, 8 and 9.

Edwin A. Damon, '02.

I am pleasantly situated in Westwood, Mass., as Principal of the Grammar School. Ross Vardon, '00.

I am teaching the 1st and 2nd Grades in Mansfield. Have a pleasant School of about forty-five pupils.

Mabel Darrah, '02.

I am spending a very pleasant year in Readsboro, Vt., teaching the 1st and 2nd grades. I have forty pupils enrolled.

Ellen C. Sweeney.

This is my second pleasant year in the Westmoreland Grammar and High School.

G. B. W. Lovell.

I am getting the much desired "experience" in a country school at Monument Beach and enjoy it.

Lucy Chase Cole, '02.

I am teaching the 3rd and 4th Grades in the Providence St. building, Millbury, Mass. and enjoy my work very much.

Harriet M. Sullivan.

At present I am teaching a 1st Primary Grade in Milford, Mass. I enjoy the work very much.

May McCool.

I am Principal of the Readsboro Graded Schools in a four-room building and teach the 7th, 8th and 9th Grades.

Herbert H. Howes, '02.

Another year has passed very pleasantly with my forty 4th Grade children in the Norwood Ave. School, Edgewood, R. I.

Alice C. Gifford, '01.

I am experiencing the "ups" and "downs" of a teacher's life in the 2nd Grade in the Perkins School, Brockton.

Alice S. Kerry.

As last year, I am busy as reader in the department of Biblical Literature and Comparative Religion in Smith College.

Helen Bruce Story.

I have a class of fifty children, Grades 3 and 5 in the Damon School, Hyde Park, Mass.

Charlotte F. Wilbur.

I am teaching this year in the Centre Grammar School, Grades V—IX inclusive, of Rochester, Mass. The work has been enjoyed although there were discouraging moments at first.

Nahum Leonard, '02.

I am teaching the 1st and 2nd Grades in West Upton, Mass. I have a nice little school of thirty pupils and am thoroughly enjoying the work.

Lillian G. Hunter.

I am teaching a 2nd Grade in Webster, Mass.

Isabel E. Hathaway.

I am teaching at the Unionville school in Franklin.

Clara E. Nixon, '07.

I am teaching the 5th and 6th Grades at home, Sandwich, Mass.

Mary A. Howland.

I am teaching a 3rd Grade in the East Union St. School, and each year feel happier to be a school teacher and count my name among the alumni of the B. N. S.

Jennie A. Tarbox, '99.

I have this year occupied the position of Professor of Science and French in the South Jersey Institute, a large, co-educational school in Bridgeton, N. J. Keeping a set of healthy, vigorous boys in order in the halls at night makes me sympathize with Mr. Bradford.

Reuben F. Wells, Special '02.

At present I am teaching a primary school in South Raynham. I have the first three grades, forty pupils, mostly foreigners.

Cora W. Luther.

Florence Jones and Irma True, '02, are teaching in the Bridgewater schools.

It is my good fortune to be out among the Berkshire Hills in the town of Stockbridge. I have an interesting school of the three highest grades, and the duty of principal of two other rooms.

Louis DeT. Cook, '02.

Still studying Nature and human nature in Edgewood, R. I.

Sarah T. Wilson, '00.

I have been teaching the 3rd department of the Intermediate school, St. Andrews, N. B., and enjoy the work very much.

Annie T. Richardson, '99.

I have charge of one of the most interesting schools in Fall River. I love my work and am grateful for the benefits of the B. N. S.

B. M. Damon.

I am teaching Grades 7 and 8, West Newbury, Mass.

Alice C. Sargent, '00.

My first year of teaching finds me pleasantly situated at Cotuit on "The Cape," assisted by two alumni, Miss Mabel B. Estes, '02, and Miss Lillian Arey, '85.

J. Harding Armstrong, '02.



The Normal Offering.

JOSEPH F. GOULD, Class B. . . . Editor-in-chief
ARTHUR W. HAPGOOD, Class B., . . . Business Manager
ANSON B. HANDY, Class B., . . . Assistant Business Manager

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Frank J. O'Donnell, Class D., Raida Osborne, Class C.
Nettie M. Delano, Seniors. Elizabeth B. Beaudry, Juniors.
Hattie B. Grover, Seniors. Zelma B. Lucas, Juniors.
Edna F. Scott, Seniors. Ivanetta M. Warren, Juniors.
Louise K. Morss, Specials.

ILLUSTRATORS

Joseph F. Gould. Annie Cheves.
Amy Lawrence. Mary Preston.
Lillian Baker.



THE CLASSES of the Bridgewater Normal School have made an addition to its history during the years 1902-3. The illustration and summary of the different events of the year constitutes what is known as the Normal Offering.

The Offering does not begin with the present year but has a record dating as far back as 1844. The gradual but steady increase in its success since then can be found in its annals. The object here is to set forth briefly its purpose, namely,—to establish a unity of the right feeling, spirit, and love towards that institution which has done so much to train us in the right ways of living and of teaching others how to live.

Each class, society, and association here finds its representation in such a form as may be preserved and reread years

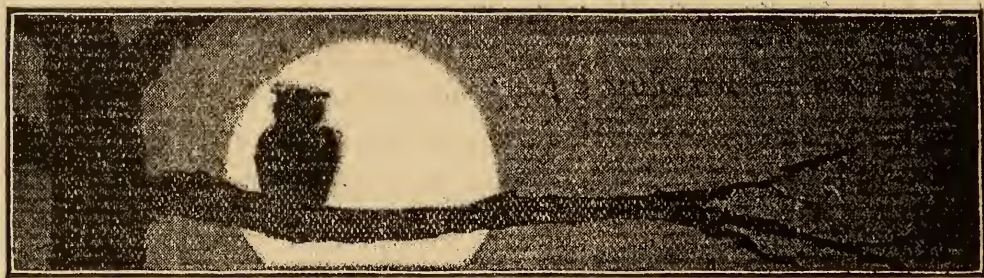


hence. That its value is realized is shown by the demand for the Offering, made by the graduate members of the school.

Therefore, we not only hope, but we know, that the desired unity which has appeared and been strengthened through former years is yet alive and is this year prevalent between the pupils, graduates and teachers.

Let the Normal Offering add another firm link in the work so well begun.





Bridgewater Normal Association.

PRESIDENT.

John I. Rackliff, Campello.

VICE-PRESIDENTS.

Walter S. Goodnough, Brooklyn, N. Y.

Edward W. Schuerch, Jamaica Plain.

Lyman R. Allen, North Adams.

Abby P. Churchill, Fitchburg.

Katharine W. Cushing, East Boston.

SECRETARY.

L. Eveline Merritt, Bridgewater.

TREASURER.

Charles P. Sinnott, Bridgewater.



TWO MEETINGS of the Bridgewater Normal Association have been held since the Offering last appeared. The first was the regular Biennial on Saturday, June 14, 1902, when about two hundred were welcomed at the school home in Bridgewater.

On this occasion, Rev. Charles G. Ames, D. D., pastor of the Church of the Disciples, Boston, gave a most inspiring address. He began with this quotation from Goethe, "The spirit in which we act is the highest matter," and explained the truth of the statement in daily life. He showed how all works react

upon the worker, as continual courtesy reacts upon others. Working for wages is degrading; the grandeur of the work should be its own reward. This is a question of motive. He spoke of the position of the teacher, and clearly proved that humanity counts for more in the best teachers than mere equipment. Method and mechanism are means only to an end. The qualities which are most essential in the teacher are life, vitality, love, *soul*.

The regular business meeting followed the address. After this, the usual procession marched to the town hall where luncheon was served and speeches enjoyed.

At the midwinter Biennial at Hotel Brunswick, Saturday, March 14, 1903, one hundred and fifty enjoyed the social hour and banquet. In Mr. Boyden's address of welcome, he vividly pictured the position and work of the Normal schools of the present day. Miss Caroline Hazard, President of Wellesley College, and several members of the Committee on Education from the General Court gave short speeches. The Lincoln Quartette furnished music.



The Normal Club.

C. P. SINNOTT,	President
ANNIE D. CHEVES,	Vice-president
BLANCHE M. BRICKETT,	Secretary
H. FOREST WILSON,	Treasurer
ROBERT E. PELLISSIER,	Auditor

COMMITTEES.

LITERARY.

Miss M. A. Emerson, Chairman.
Elizabeth O. Kimball.
Anson B. Handy.
Miss Horne (ex officio).

MUSIC.

Ethel Boyden, Chairman.
Fanny H. Learned.
John Northcott.

SOCIAL.

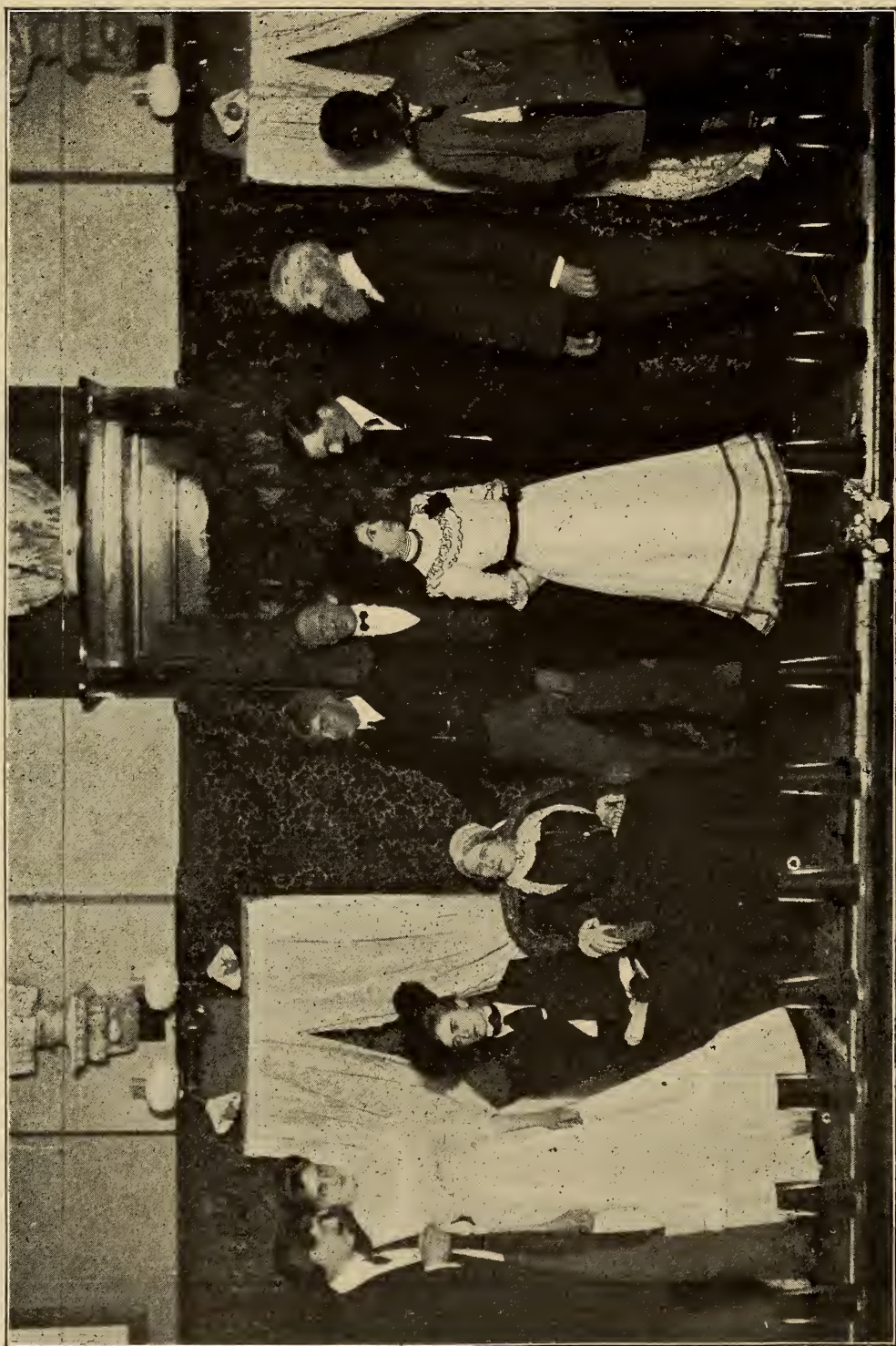
Amy W. Lawrence, Chairman.
Charles W. Walter. Bertha C. Beaudry.



THE PAST year has been one of the most prosperous the Club has ever had. The reports show a very large membership and a considerable surplus in the treasury. We have the committees and officers to thank for their great interest and enthusiasm in securing such splendid talent as we have heard this winter. We hope the following year may be as enjoyable.

The Secretary's report on the entertainments is as follows :

OCTOBER 3, 1902. The officers of the Club were most cordially received by the members in the Reception Room of Normal Hall. During the evening the club was entertained by a beautiful piano solo played by Miss Cheves and a slumber song sung by Miss Brickett. There were many of the former graduates present, and the evening was a great success. Refreshments were served.



NOVEMBER 3, 1902. The first of a fine course of dramatic recitals was held in Assembly Hall. This was a recital of "Richelieu" by Dean Southwick of Boston. The large audience present were completely fascinated with the play. Richelieu with all his wonderful personality, his strength, his williness, was directly before all eyes, and will never be forgotten.

DECEMBER 5, 1902. The club was not at all disappointed by this second recital in the course, given by Walter B. Tripp on "Henry IV (Part I)". The funny character of the play, Sir John Falstaff was extremely interesting and very laughable. Prof. Tripp gave us a treat not often had, even here.

JANUARY 9, 1903. This evening there was a very delightful program given by Mrs. Grace Bonner Williams, Soprano, and Mr. Louis Walker, Tenor. Owing to illness Mr. Ricketson, who was engaged to come, was unable to be present, but Mr. Walker succeeded in filling his place. The soli and duets of Mrs. Williams and Mr. Walker were greatly enjoyed by the club.

JANUARY 23, 1903. A very bright and interesting evening was given by Charles T. Grilley, a noted humorist from Boston. The audience, which was very large, thoroughly appreciated the quaint touches of both fun and pathos which Mr. Grilley so well combined. He not only recited, but he amused the club by singing an amusing parody on "Lochinvar" in the most vivid fashion.

FEBRUARY 6, 1903. Mrs. Jessie Eldridge Southwick from the Emerson School of Oratory was with us, and recited portions from Goethe's "Faust". She gave us a vivid picture of the characters, and of the events leading up to the final tragedy. A large number were present.

FEBRUARY 21, 1903. The club was most acceptably entertained by the concert given by the Currier Trio, consisting of Miss Ekman, piano; Mr. Frank Currier, violin; and Mr. Bertram Currier, violincello. All the numbers that were rendered were pleasing, but the violin soli seemed particularly enjoyable.

MARCH 13, 1903. This evening the Club was greatly delighted by the introduction of a new sort of entertainment, called "An Evening of Days." Each important day in the year was represented by an effective tableau, which the observers were asked to guess. Following this part of the program, refreshments were served.

APRIL 24, 1903. This date marked the completion of the series of recitals which have been so much enjoyed the past winter. Mr. Albert Armstrong recited portions from "The Bonnie Brier Bush," which were illustrated by the stereopticon. The views of Scottish scenery were wonderful and added greatly to the interest in the story. A very large number were present.

LITERARY, MAY 22, 1903. The older students of the school gave a very humorous play, "Cross Purposes," under the direction and training of Miss Horne. The plot was an entertaining one in which the hero, finding himself in debt, rents his father's summer home causing endless trouble. The characters were well chosen and very appropriately costumed. The cast was as follows :

Mr. DeBenham,	Mr. Handy.
Gus DeBenham,	Mr. Northcott.
Alice DeBenham,	Miss Ferrer.
Mr. Graham,	Mr. Wilson.
Mrs. Graham,	Miss Lucie Reed.
Julia Graham,	Miss Brickett.
Clem Bancroft,	Mr. Walter.
Mrs. Mayo,	Miss Elizabeth Kimball.
Kit,	Mr. Sadler.
James,	Mr. Miller.

SOCIAL, MAY 29, 1903. The annual meeting of the Normal Club was held at this time in the Reception Room and a very pleasant social evening was enjoyed. The reports of the officers and committees were read and the new officers were elected. The rest of the evening was under the direction of the Social Committee, who made it very amusing and entertaining for the members. Ice cream was served.



Other Entertainments.

Junior Social.

VERY soon after the opening of school in September, the Juniors held their reception to get acquainted with the Faculty and with one another. An entertainment in the form of a guessing contest, concerning fishes, brought forth fish stories from Mr. A. G. Boyden, Mr. Kirmayer, Mr. A. C. Boyden, Miss Prince, Mr. Jackson, and Mr. Sinnott. Music and tableaux were also provided by talent selected from the Juniors.

Christmas Celebration.

AN entertainment under the direction of Miss Horne was given in the reception room on the Thursday night before the Christmas vacation. The room was appropriately decorated for tableaux representing scenes from Dickens' "Christmas Carol." Readings by Miss Turner and Miss Reed, a vocal solo by Miss Learned, and a piano solo by Miss Cheves greatly added to the enjoyment of the evening. Just before the close, artistic souvenirs were distributed by Santa Claus impersonated by Mr. Jackson.

Social of the Four Year Classes.

A VALENTINE Social, February thirteenth, provided a merry evening for the three and four year classes and the Faculty.

A series of original comic valentines, which caused much laughter and speculation as to authorship, was exhibited early in the evening. Each valentine had been drawn and composed by a guest on the subject "Myself," and personal peculiarities were not spared.

Later, the "Heart Fortune Teller" revealed the future to all who dared pry into Fate. The truth of this oracle was rather doubted, however, after the prediction of "Spinster Forever" for both Mr. A. G. Boyden and Mr. A. C. Boyden.

A short entertainment during the evening included a piano

solo by Miss Cheves, two songs by Miss Kirmayer, and a most entertaining story read by Miss Horne.

As a souvenir each guest was presented with a tiny valentine.

Kappa Delta Phi Initiations.

MONDAY evening, Sept. 29th, Mr. N—c—t's friends, at his table, noticed something very strange in his behavior. Upon investigation, John's coat sleeves and trousers were found to be turned up. A quick explanation was demanded, but although such quotations, as, "Raining in London?" were hurled at him, John kept his mouth sealed for an hour. After eating his supper in agony—for this youth's food does not digest well without talking—he repaired to the reception room. Here he strolled around with a picture of a skull and cross bones on one sleeve, while on the other the explanation for his peculiar actions was made known by a sheet of paper with Kappa Delta Phi written on it. At the end of his hour's silence he said, "Now I can open my mouth."

It was quite a surprise to everyone on the following night to find El—i—e in the alcove in the reception room. Indeed it took close investigation to recognize the familiar face of "Bert." He was dressed as an old lady with an apron and bonnet on. His work, in which he took great interest and at which he seemed to be no novice, consisted of darning stockings. When he had finished darning, he talked about the method the boys have of mending stockings, much to the delight of the girls who questioned him very closely.

Friday evening Mr. McD—n—l and Mr. G—u—d appeared at the entrance of the reception room giving welcome to all who came to the Normal Club. This might have been easy if they had been properly dressed, but they had their clothes turned around and wore tall hats. If you did not know them you would have taken them for foreigners advertising some new kind of dress. After the reception had begun they were allowed to change their clothes, much to their relief.

Saturday afternoon everyone came out to see "Ikey" do his "stunt." Mr. S—d—er was dressed in a very odd, but charm-

ing, costume of blue, which seemed to catch everybody's eye. "Ikey" got out of the third story window in West Wing and standing on the window ledge gave his favorite "Parrott Song." At the close of this he spoke upon "The Advantages and Disadvantages of the Fire Escape." He was last seen that day going through an open window in a moist condition.

Convention at Hingham.

OCTOBER 31. The school closed for the day and many of the members went to Hingham to attend their first teachers' convention.

The addresses in the morning were very interesting and helpful, as the speakers told us what the teacher should expect of the public, and in return, what the public should expect of the teacher. These two sides were ably given by Prin. Chapin of the Providence Normal School, and Hon. A. E. Roe of Worcester.

In the afternoon we listened to addresses by two representative men of our country, Prof. Russell of Columbia and our beloved statesman, Hon. John D. Long.

After such a treat, the school returned, helped and inspired by learning what great men think of the noble work of teaching.





Kappa Delta Phi.

THE Kappa Delta Phi has once more passed a successful year. This year has been the test year, for all the charter members were graduated in June, leaving the fraternity in the hands of the new members. As the past year has been so prosperous, we all feel that the fraternity has passed its infant days and is firmly established.

The business year commenced early and the initiations were of a very interesting nature. The new members have shown the true spirit and we all feel that the hope of the organizers has been realized.

We have had a very sad experience this year in the loss, by death, of one of our members, Mr. William F. C. Edwards. His death in such a violent manner cast a shadow of gloom over us all. This is the first break in our membership.

H. FORREST WILSON, '03	President
H. GAMMONS, '01	1st Vice President
N. LEONARD, '02	2nd Vice President
WM. G. VINAL, '03	3rd Vice President
ARTHUR W. HAPGOOD, '04	Secretary
ANSON B. HANDY, '04	Treasurer
ARTHUR W. HAPGOOD '04 chairman,	Executive Council
ALBERTO M. ELDRIDGE, '03	Executive Council
CHESTER F. MILLER, '04	Executive Council

Membership.

L. E. Maglathlin '00	H. H. Howes '02
H. P. Fitton '00	G. F. Hopkins '02
A. K. Lowe '00	J. H. Armstrong '02
W. R. Kramer '00	N. Leonard '02
A. L. Gould '00	R. E. Pellissier '03
L. T. Morse, '00	M. D. Carroll '03
H. M. Vaughan '00	A. M. Eldridge '03
J. A. Cushman '01	J. W. Northcott '03
H. Gammons '01	A. B. Handy '04
C. Benson '01	A. W. Hapgood '04
E. L. Curran '01	H. F. Wilson '03
M. A. Smith '01	W. G. Vinal '03
E. L. Sinnott '01	C. F. Miller '04
C. P. Savery '02	C. W. Walter '04
W. E. Smith '02	J. F. Gould '04
S. W. Cushing '02	J. M. McDonnell '04
L. D. Cook '02	E. T. N. Sadler '05
W. G. Howes '02	

DECEASED MEMBER.

W. F. C. Edwards '02

Lambda Phi.

One dark evening in January, a few courageous Juniors met to discuss a momentous question. As a result of this discussion, a society was organized for the purpose of Lambda Phi. To the uninitiated this object may seem rather mysterious, but the members feel greatly encouraged with their success thus far, and hope to acquire a greater degree of proficiency as the years roll on.

The whole energy of the club is not devoted to the study of "contrasted harmony" or of fine "foot gear" as some of the dignified Seniors may think, but rather to the accomplishments of an aim worthy of respect. Time will answer all inquiries.

The Six Owls.

To the Normal Offering
We as "Six Owls" come ;
Tho' our number is not great,
Success we mark as our fate.

The Eight.

In the precincts of old Normal, you will see a club sedate,
Who from choice and reputation has been called the "jolly
eight ;"
Though their object first seems pleasure, they have greater
things in view.
For as teachers they will labor when their Normal work is
through.

The Ten Pins.

ONE night last October two dwellers of Tillinghast invited seven friends to a social gathering. As all nine members were sharp and in the habit of making a point in each remark, they straightway formed a club and named it the "Nine Pins."

Later a new member was added, but as she was by no means lacking in good qualities, they merely changed the number and name. Now they are known as the "Ten Pins."

Alpha Gamma Phi.

THE Alpha Gamma Phi is a new society organized this year. It is not to begin and end with the present members, but to be continued each year. The charter members hope to make the society of such worth that "Alpha Gamma Phi" will mean much not only to its members, but to all Normals.

Membership.

E. Bertha Beaudry, '04
Annie D. Cheves, '04
Mary L. Kimball, '04
Elizabeth R. Clark, '04

Amy W. Lawrence, '03
Mary L. Preston, '04
Una Saunders, '04
Gertrude Smith, '04

The Select.

ONE afternoon three fellows discovered that their birthdays fell on the 12th, 13th, and 14th of May respectively. This gave the idea of organizing into a club. So they hunted West Wing and found only one, whose birthday fell on the 15th of May. This was the last addition to a society "selected" from the West Wing.

In future years, additions to the membership will be granted to those who have a birthday on the 11th or 16th of the same month. This ensures "selection" in members,—hence their name.

Members.

Robert E. Pellissier, May 12th.

Arthur W. Hapgood, May 13th

Joseph F. Gould, May 14th.

Anson B. Handy, May 15th.

Delta Alpha Tau.

"MUSIC hath charms." That is what the poet says. Three inhabitants of West Wing, thinking that they had found these charms, formed the above society. Then operas were given in "Symphony Hall." (Room 58). The jingle of ducats for accompaniment by Alpha was harmoniously mingled with selections by Maestro and Tau.

For further information address

BILL, THE DIRECTOR, Symphony Hall.

Office hours 9.30—10 P. M.



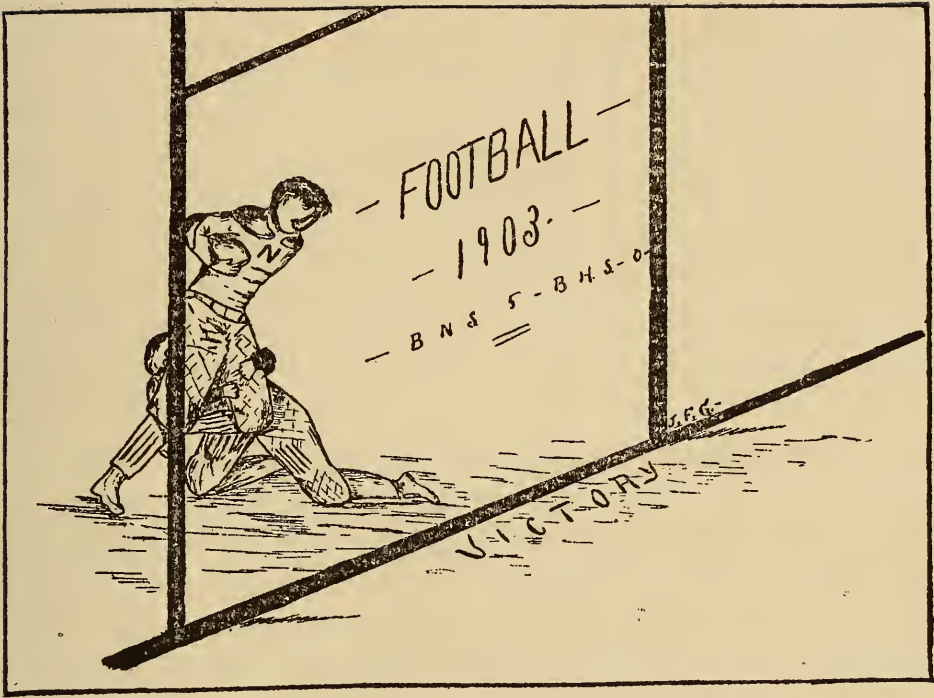
Athletic Association.

ANSON B. HANDY, '04,	President
JOHN GRAHAM, '04,	1st Vice-President
ROBERT E. PELLISSIER, '03,	2nd Vice-President
ARTHUR W. HAPGOOD, '04,	Secretary
WILLIAM D. JACKSON, (Faculty),	Treasurer
CHESTER F. MILLER, '04,	Auditor



UNDER the supervision of the Athletic Association the football and baseball teams have been led on through another school year. The football team, although some of its players were injured, put up a grand fight and deserves great praise. Likewise the baseball team has shown itself worthy of the name of the school. A further discussion will be found under their respective heads.

The Association wishes to thank in this informal way, the young ladies of the school for two things ; first, for the enthusiasm and interest which they have shown on South Field ; second, for their financial support. Both of these have been greatly appreciated by the players and managers.



AS WAS expected the team which was put on to the gridiron this season was the strongest which has represented B. N. S. for a number of years. Through the untiring efforts of Capt. Gould a team was developed strong in every department of the game. It was especially pleasing to note the great improvement in the defensive work of the team over that of last season.

We believe that this success is due in a great measure to the number of old and tried men on the team who remained to enter the game this season and especially to the enthusiasm with which all the members of the team came to daily practice.

At the beginning grave doubts were expressed as to the strength of the back field from which our own star Pitts had retired. But we were very fortunate in securing O'Brien, South Boston High School, '02, to fill his place. His playing throughout the season was brilliant at all times and to his enthusiasm and diligent work on the practice field was due to a great extent the life and spirit which characterized the work of the team during the season.

For the first time in years Normal won from her old rival Brockton High School by a score of 5—0. In this game our boys had no difficulty in gaining through their opponents line at will and easily held for downs at every stage of the game. Normal was prevented from making a much larger score by injuries to Walter and Handy which necessitated their retirement from the game. These accidents proved to be very unfortunate, as both men, who were playing a particularly strong game, were kept out of play for the greater part of the season. Shortly after Wilson had to retire on account of ill health.

The best played and most satisfactory game was that with Boston Latin School. This team, which eventually won the interscholastic championship of Massachusetts, was without doubt the strongest preparatory school team in the state. The game was warmly contested throughout, the score being 5 to 0 for the greater part of the time, the Latin School only scoring the winning touchdown within the last few minutes of play, and this was undoubtedly due to the loss of Carroll who retired from injuries.

Of the individual work of the team little need be said. All the men showed good spirit and played their positions well. Particularly brilliant work was done by Capt. Gould whose fierce tackling was one of the pleasant features of every game. Very effective team work was also brought out during the season. Miller played his usual steady game, and by his long end runs covered much territory for Normal.

Great praise should be given to the new men, Hooley, O'Donnell and Keefe for their untiring efforts in practice and for the very effective way in which they substituted in the different positions. These men have shown that they are made of the right stuff and great things are to be expected of them in the future.



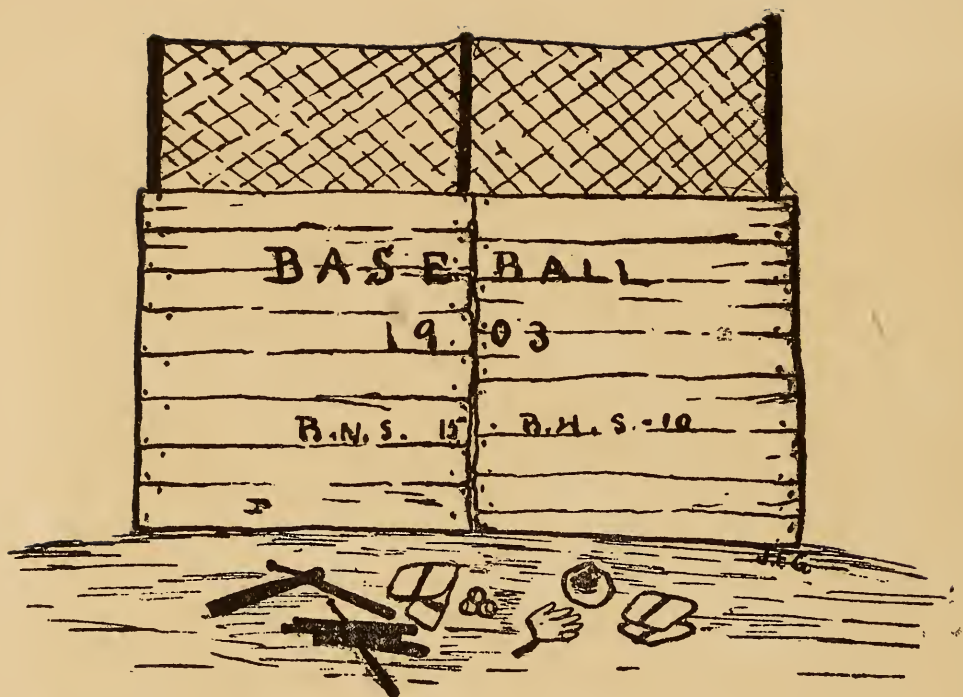
The Team.

CHESTER MILLER, r. e.	JOSEPH F. GOULD, (captain) q. b.
M. DAVITT CAROLL, r. t.	FREDERICK J. O'BRIEN, l. h. b.
WILLIAM G. VINAL, r. g.	ARTHUR W. HAPGOOD, r. h. b.
H. FORREST WILSON, c.	THOMAS E. FREEMAN, f. b.
DAVID MAHONEY, l. g.	
CHARLES W. WALTER, l. t.	Substitutes.
ANSON B. HANDY, l. e.	MICHAEL A. HOOLEY, r. t.
OMER A. FREEMAN, l. e.	FRANK J. O'DONNELL, c.
ROBERT E. PELLISSIER, mg'r.	JOHN E. KEEFE, q. b.
ALBERTO M. ELDRIDGE,	HAROLD E. PERRY, c.
ass't mg'r.	

Schedule.

October	11,	Normal	5,	Brockton High	0
October	18,	Normal	11,	Friends School	5
October	25,	Normal	0,	Boston Latin	5
November	1,	English High	(cancelled game)		
November	8,	Normal	6,	Friends School	0
November	12,	Normal	18,	Abington High	0
November	22,	Normal	12,	Hingham	15
Total points—Normal 52, Opponents 25.					





THE captain of this year's team had plenty of first class material to pick from, and as a result Normal was represented on the diamond by the strongest team she has turned out for years. The season opened April 18th, and the men soon demonstrated, that as a team they were able to do all that their practice work promised.

Captain Gould occupied the box, which he filled to perfection. His cool-headed work in tight places and his ability to find a batter's weaknesses and remember them, many a time kept the runs from piling up against Normal. His stick work was also particularly strong.

Freeman, in his old position behind the bat, did good work. Tom was unfortunate, however, in spraining his ankle in the game with Friends School. This necessitated his remaining on the bench for the balance of the season, his position being filled by Walter and Handy.

It was not until after several games had been played that the captain decided upon the man who should cover 1st base.



O'Brien won the position and his work there proved that he was capable of filling it.

Carroll at 2nd base did excellent work. Normal will be fortunate if she is able to get as good a man to fill the position next year.

This is Keefe's first year with a fast team, but his work at 3rd base showed that he was quite capable of travelling with the company he found himself in. Jack did some good work at the bat.

Hooley at short-stop played good ball. He proved to be one of the best base runners on the team, and the way he would "play horse" with the basemen, when trying to steal bases, was a source of great amusement for the spectators.

Handy played several different positions during the season, doing praiseworthy work, and proving himself to be a most efficient all-round player.

Center field was covered by McDonnell who played his customary high standard game. The Normal team is not the only one that recognizes McDonnell's ability to play ball.

Miller covered left field where he did the most brilliant kind of work. Some of his catches certainly were phenomenal; and to see a ball go sailing towards left field was to know that the batter was out.

The most interesting and exciting game of the year was the one with Brockton; while the best played game was the one with Boston Latin School. It took only an hour and fifteen minutes to play the latter.

The last two games of the season occur too late for publication, but a summary of the results of the others will be found below.

The management thanks the school and faculty for the generous manner with which they contributed to the support of the team, and is especially grateful to Mr. A. C. Boyden for his most interesting and instructive lecture on Evangeline's Land which he gave for the support of the baseball team.

Summary.

April 18,	Normal, 28	Fall River High,	9
April 20,	Normal, 15	Brockton High,	10
April 25,	Normal, 2	Boston Latin,	0
May 2,	Normal, 9	Thayer Academy,	6
May 9,	Normal, 9	Ballou & Hobigand,	5
May 16,	Normal, 6	Friends School,	8
May 23,	Cancelled		
May 30,	Cancelled by	Rockland	
June 6,	Normal, 5	Whitman Y. M. C. A.	4
June 13,	Normal,	Friend School	
June 20,	Normal,	Alumni	

The Team.

JOHN H. GRAHAM, m'g'r.	FREDERICK J. O'BRIEN, 1st b.-
EDWARD T. N. SADLER,	JOHN E. KEEFE, 3rd b.
ass't m'g'r.	CHESTER F. MILLER, l. f.
JOSEPH F. GOULD, p. (captain)	ANSON B. HANDY, r. f. and c.
M. DAVITT CARROLL, 2nd b.	THOMAS E. FREEMAN, c.
JOHN M. McDONNELL, c. f.	CHARLES W. WALTER, r. f. & c.
MICHAEL A. HOOLEY, s. s.	FRANK J. O'DONNELL, sub.





Basketball.

BASKETBALL is to the girls of the school what football is to their brothers, a game which calls for courage, intelligence, resource, and team spirit. In tennis, golf, and croquet each plays for herself; but in basketball, in order to have a good strong team, there must be the spirit of mutual assistance, otherwise known as "team spirit." This spirit was manifested in all the teams this year,—in the Senior, Section, and Junior team.

Many a junior walking down the corridor looked longingly at the silver cup and thought how attractive these words would look engraved thereon, "JUNIORS 1904." Fate decreed it otherwise, for this is the inscription which will be handed down, "SENIORS 1903."

This year there was a change in the method of counting, the greatest number of points winning the cup instead of the greatest number of games.



The following is the schedule of games :

Date.	Teams.	Score.
April 27, 1903	Sections vs Juniors	15—9
May 4, 1903	Seniors vs Juniors	8—6
May 11, 1903	Seniors vs Sections	16—8

Total.

Seniors 24, Sections 23, Juniors 15



LAST FALL, when the Juniors began to arrive, and the expressman made frequent stops at the Hall door, we noticed with pleasure the number of smart looking caddy-bags and new golf clubs. This spring, however, golf seems to have lost its popularity of last year; but whether this is due to the fact that golf-balls have furnished homes for so many of our large family of pollywogs in the Campus pond; whether those shining golf-clubs still adorn the walls of Normal rooms and are loathe to leave; or whether tennis has indeed regained its old place, it is difficult to say.

At any rate, golf has certainly made a worthy struggle for existence on the campus. Former tennis players are now blamed for a ball which falls inside the court, and have been driven by irate words and glances to seek a course around the edge of the Campus. Tees resembling in size and shape, loaves of brown bread, deep cuts in the turf and an enveloping cloud of dust and sand have marked the progress of the beginner; but, in spite of the not over-flattering remarks of onlookers and tennis players, the game has been a source of much pleasure, and would undoubtedly become a greater attraction if a suitable place for laying out a course could be secured.

Tennis.



TENNIS, both during the fall and the spring season, enjoyed its well deserved popularity. The courts were laid soon after the opening of school and were much used until late in the season. Only the dead leaves and short, raw days of November gave the men in charge a chance to pull up the stakes.

At the spring season the game was taken up with renewed enthusiasm, for tennis is the game of games, and Normalites are most excellent judges in such matters.

We all know, of course, that during the warmer part of the year tennis is enjoyed by absolutely every member of this community; for although there are some who can neither keep score nor stop a ball under any consideration whatever, still every soul at Normal can hold a racket, and sit on the bank and give some kind of an interpretation to the well known "Love All!" which is the very war cry of tennis.

Tennis is still king of the Campus.

Ping Pong.



THIS is a cyclopaedic article—not ping pong, but the words following. Ping pong is a game, an easy game in some respects; not always easy to play, but easy to make game of; the product of easy times; productive of easy motions and easy consciences on the part of players, but of much uneasiness among all other parties interested.

It is a comparatively new-made (maid) game, and does not require the intelligence and mentality of "old-maid"; hence it is more popular with society. Its name, however, is derived from two old words:—Ping, which to quote one of the Silas Wegg craft, is the name of

The song that the rifle-ball sings,
Seeking its victim with death on its wings,"
and Pongo, the former generic name for monkeys.

No combination could more happily indicate its nature, though wonder has sometimes been expressed that the name of the parrot was omitted.

Ping pong was the clever invention of a famous bric-a-brac dealer, at a time when his antique manufactures had outrun the demand by a heavy overproduction. To meet the emergency, he evolved this method of creating a vacuum in the market, and the world's visible supply of bric-a-brac rapidly disappeared.

It has proved almost as destructive of the more precious varieties of parlor and drawing-room ornaments as the indiscriminate reading of daily newspapers is destructive of the better qualities of the human mind.



Literary Department.

From the Editor's Waste Basket.

A SAMPLE LETTER ORDERING AN "OFFERING."

ROCHESTER, MASS., MAR. 5, 1903.

DEAR ARTHUR WILLIAM HAPGOOD,—

I hereby desire to state that I have enclosed a money order calling for a sum not less than 49⁹/₁₀ cents, not more than 50⁸/₁₀ cents. This same order, when converted into ready American currency, is to be used towards the printing, publishing, manufacturing, binding, proof-reading, editorial, managerial, supervision of one copy of the Normal Offering, current year issue. Said copy is for the sole use of Uncle Nahum, his heirs and assigns from this time henceforth forevermore. Copy must be absolutely perfect in every particular or subscriber will demand a rebate of $\frac{1}{2}$ cent, payable in 350 years at .000,000,000,000,001 of a cent, interest per annum.

Lovingly inscribed,

NA HUM, SON OF BUZ.

Home Life.

THE ELECTRIC CAR SCHOLAR.



HOW little the larger part of the students of our noble institution know of the meaning of the expression "going to Normal." Let us inform all the inmates of Tillinghast, Normal, or Woodward that it does *not* mean "living at Normal," but a far different thing.

Look at these two pictures and draw your own conclusions.

Here is a beautiful and comfortable boarding hall in the same yard with the school building, and so close to it that the

two buildings almost touch. All the inmates are peacefully slumbering although it is 6.25 a. m. by the church clock and the sun has long ago risen. Then there breaks on the stillness the sweet chimes of a bell, at the sound of which all the sleepers awake and leisurely make their toilets. After this they saunter into the spacious dining hall where breakfast awaits them, also a whole hour in which to eat it. Then there is time for a walk, in which to commune with nature and be put in tune for the day. A quiet hour for study follows, after which these children of luxury and leisure go to find three or four letters awaiting them before 9.10 calls them to their places in the school room.

* * * * *

Here is a home many, many weary miles from the center of learning—the illustrious town of Bridgewater. The sun has as yet no idea of rising, as it is not five by the clock. An impatient voice breaks the quiet, calling loudly, “How do you ever expect to catch that car if you sleep all the morning?” At this dire summons a sleepy mortal rolls out from his downy couch and hastily dresses, muttering all the while something about the impossibility of getting a lesson twenty miles from a reference book. The breakfast room is reached at last, and the agreeable odor of breakfast greets the hungry delinquent. He sits down to snatch a bite, but the clock on the mantle frowns forbiddingly, and the rumble of car wheels and clanking of the bell put all such foolish notions as breakfast aside. Thrusting a doughnut in his pocket and making sure that his cold lunch is safely in his green bag, he catches up a pile of books and swings himself onto the back fender of the flying car.

He reaches the place where he has to change cars first and sees his car rapidly vanishing in the distance. This means a wait of from one-half an hour to an hour, during which time he is informed that a strike on both steam and electric cars will be in progress before he returns that night, discovers that he forgot to ask the conductor for a transfer, that his supply of tickets has given out, and that he has neglected to provide himself with a certificate to procure more. Just then another seeker of knowledge who is also bound toward Bridgewater arrives.

A loan of tickets is soon made, with a *promise* of speedy payment, and the two board the car. As they ride along they are studiously perusing their books, observing birds, trees, and flowers, counting the houses along the way, and learning the name of every street they pass. The conductor comes to take the fares, finds two tickets of the same number, and gives the trembling borrower the alternative of getting off the car or paying five cents.

But things have gone altogether too smoothly so as they approach a turnout they find another car planted firmly at right angles to the track and very effectively blocking the way. Harsh words and fretting are of no avail, so our wayfarers take up their burdens and walk the rest of the way to school. On arriving there, they find that the attendance has already been taken and that they have missed General Exercise.

* * * * *

These two sketches serve only as hints at the contrast between the lives of two Normal students. No mention has been made of the pleasure of being in a car when the wheels become heated or the fuse burns out, or of the delightful uncertainty of the winter days when the snow is three feet deep on a level and it takes three different lines of steam cars and as many more of electrics to take one fifteen miles between the hours of 4.30 a. m. and noon, with the temperature of the cars ten below zero. Don't think it takes three feet of snow to block an electric car, for at the appearance of a storm cloud the cars immediately cease to run. Nor has aught been said of the time a poor day-student gets his supper. Since oftentimes he does not reach home until 7. p. m., he of course has to wait until after study hour before his hunger can be satisfied.

But after "the whole and its parts with their relations" have been considered, let us say that one who lives at Bridgewater does not, and cannot, realize half the pleasure which comes from "going to Normal," in the fullest and most literal sense of the term.

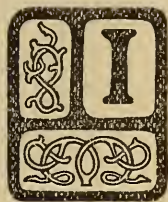
Higher Warfare.

Should you ask me whence these verses
Written at this time of autumn,
Whence these stories and traditions,
With the thoughts of patient training,
Skill and planning and manœuv'ring,
Lining, forming, listening, starting,
Rushing, running, tackling, punting,
Their victory and glory,
I should answer, I should tell you
From the wide and spacious Campus,
From the high and lofty South Field,
From beneath the light of Normal ;
For I tell them as I heard them
From the lips of J-h- Mc-o-n-ll.
On the plain near Tillinghast,
Marked with limestone from the quarry,
Willow Carr-l came to center,
With his loud and mighty whistle,
Stood erect and called the players,
Called the opposing braves together.
Then Shorty G - - ld, the Normal's war-chief,
Stooping northward gave the signal.
Advancing, all the braves together
Took the pig skin to the center,
Rushed by O'-r-n strong and mighty.
Moving like a mighty river,
Round and round they wheeled and darted.
When from out the baffled Brocktons,
Skilled in all the wiles of warfare,
Not perceiving danger near them,
Till from out their claws untangling
Came the M-lle- fleetly flying,
From his place of ambush came he,
Striding terrible among them ;
And so awful was his aspect
That the bravest failed to tackle ;

On and on he went in magic circles
 Speeding straight across the goal line.
 Then the chief, full skilled from practice,
 Mightiest of all the hunters,
 Kicked the ball between the uprights.
 Thus the game was played and ended.
 Homeward went they all exulting,
 With the trophies of the battle,
 With a shout of song and triumph.
 Honor then be to the brave ones,
 Who thus couquered all the Brocktons
 With their skill in wiles of warfare,—
 Honor them forever.

“FOOTBALL POETESS”

On my Pen.



ONCE owned a fountain pen. If you have ever used one you know what it involves and I can feel assured of your sympathy ; if not, my poor vocabulary can never make you understand. I sometimes wonder whether things can be truly said to be inanimate. I could declare upon oath that my pen had a mind and a will.

It was capricious, fickle, and whimsical, to the last degree. During its old age it developed most execrable habits and had an aggressive way of contesting my plans at the most inopportune moments. Sometimes it would behave with great tranquility for several days ; then, just as I had begun to trust it and relax caution, it would be suddenly seized with violent hemorrhages in the very midst of a recitation and have to be nursed and soothed or it would obstinately refuse to flow and persist steadfastly in this resolve, in dogged disregard of my frenzied shakings, thumpings and maledictions, until I had missed the thread of the discourse. Then it would unexpectedly act aggrieved at

my apparent disgust and turn emotional, weeping copiously all over my hands and note-book. Or again as I would hold it between my teeth while I gathered up my books, it would suddenly become convulsive and would bubble hysterically to the great detriment of my necktie.

It could not be induced to favor a reclining position and no matter how gently I laid it down, big black tears would slowly gather and bedew my unfortunate desk.

I am in despair for I have never been able to fathom the secret of its ethics.

Diary of a Normalite.

APRIL. Hear of a place called Bridgewater Normal.

JUNE. Seek Bridgewater. Come down Grove street at 9.30 A. M. Late for "exams" 12 A. M. A fellow asked for the potato gravy to put on his ice cream. One of the fellows had a mustache. Think I am young.

SEPT. 1. Get a checked suit and a straw hat. Have strange and fearful dreams.

SEPT. 9. Rains. Take the car for Bridgewater. 4 P. M. See great many pretty girls. 10 P. M. No room - think of home. 11.30 P. M. No room - think more of home. 12.00 P. M. Get a room and roommate. Roommate and I are suspicious of each other and are on the watch for practical jokes. No key - put a washstand against door for protection. Turn out light and each one hides his money.

SEPT. 10. Did not sleep much last night. Some boys crowed like roosters in the morning. Do not think they could have been good boys.

Move the washstand and tear my trousers. Think of home again and mother. Roommate has a pair of golf trousers I can take. Go down to breakfast. Stir my coffee with a large spoon and the girl on my right giggles. Eat eight biscuits, drink five glasses of milk. They wont wait. Go away hungry.

Go to school. Size up the teachers. They call Mr. Boyden "Pa". He looks at me and a guilty feeling creeps over me. Don't know what I have done though.

FRIDAY NIGHT. Think my mother would like to have me come home. Feel obliged to go to see the folks. They are pleased to see me.

SUNDAY. Return to school. Have introduction to the minister.

MONDAY. Spits snow in forenoon. Go skating on Boyden Park. Buy a blue necktie. Girls think it is pretty.

TUESDAY. Weigh 150 lbs. Get E in Music.

WEDNESDAY. Break my water pitcher. Costs fifty cents to get a new one. Buy a shaving brush. Think I will shave when the fellows are not around.

THURSDAY. Have my first lesson in Drawing. Rains all day. Buy a pencil.

FRIDAY. Have an "Exam" in Music. After school go for a walk with the fellows.

SATURDAY. Have a time at the table. Put cheese, milk, etc. (?) into a pot and cook it. (Don't like it). Have fudge.

SEPT. (Return) Think I am all right. Make believe I am a Junior. Enjoy the bewilderment of a small girl. The girls are not so pretty as last year.

TUESDAY. Offer to show a new fellow around. He asks strange questions. He does not know how to play foot ball.

WEDNESDAY. Put a sign on a new fellow's door. He is afraid.

THURSDAY. Foot-ball practice. Think I shall make the team.

FRIDAY. Play tennis with the girls.

SEPT. Make new resolutions.

SEPT. 12. Go into advanced mathematics class. Find out how much I do not know. Feel discouraged and retire early.

SEPT. 13. Get up at five o'clock to work on drawing. Advise some frivolous Juniors.

SEPT. 14. Study after school. Take a short walk to get Geology specimens. After supper work on Drawing. Continue into study hour.

SEPT. 15. Get up early and continue to draw.

SATURDAY. Copy note books.

SEPT. 11. Teach in Model School.

SEPT. 12. Dream that the school house is on fire. Save the pupils like a hero. Teach reading in Model School.

SEPT. 13. Teach school again. (In a dream) Scholars are on top of desk.

MAY 4. See a superintendent. Horrible visions all night.

MAY 5. Find some fossils near Carver's. Cannot classify them.

Fudge Telephone.

"Hello! Central! I want the Fudge Co. this evening."

"All right! we'll phone them for you!"

Now the Fudge Co. includes Misses Shoo Ger, Butte Er, Mil Kay, and Messrs. Choco Late, and Alcoh Ol.

This is a very quiet, unobstrusive company as far as outsiders are concerned with them, but they have extraordinary abilities, which come into play on occasion, but which, however, often cause much confusion, and hot dish-cussions.

We will now give you a little glimpse of this company.

"Thirty-nine! Seventy-three! Fifty-one!! All right!—Co. meets in Thirty-nine to-night. Let's call on them"

Here they are—very quiet at present. Never mind, we will soon fire them up. Alco is not working. He is bottling up his energy for a flame which will be struck up later.

What's the matter with Shoo? She seems to be taking life rather solemnly for one of such sweet sunny temper. But she is not always so melancholy. Mil looks as if she were ready for fun, but having no one to help her enjoy it, she sits quietly awaiting the issue of the silence which has seized the Co.

Choco is in a brown study but we shall not allow that long. Let's see what Butte is doing. She is a slippery little body, quite sensitive and easily melted to tears. She looks as though she wanted to "cheer up" but couldn't.

Oh, Fudge! I forget to tell you about Van.—Van Illa. He is a good little boy, with very good intentions, and really the best behaved one of the whole Co. He usually remains in the back ground, on the occasion of a bubbling on the part of the rest of the Co., and afterwards comes in and saves the reputation of all by his sweet and becalming effects.

Now we must rouse this solemn assembly for otherwise we cannot see them at their best.

We must fire Alco first and he will start the others. Let's put him in this bright little frame. He bubbles a little over it, but is not greatly roused yet.

We will strike a match, and see how jealous it makes him. Now he is fired to a burning heat and the rest begin to feel his influence.

Choco and Shoo we will put into the silver ditch and see them sulk a while. Now, let's put in Mil as a peacemaker and see what she will do. Mil is quiet, but she does her work effectively. Not liking the situation in which she is placed, she becomes revengeful and in less time than it takes to tell it, she dissolves Shoo in milk-white tears, and Choco, grieving at her loss, is reduced to powder.

Now Butte's heart will surely melt when she sees the fate of the others. Yes, there she goes.

Here we have them all at their best, bubbling, and sputtering away. Alco looks up and laughs at the others and that makes them bubble all the more. This will not last long however, they will soon tire of affording so much amusement.

They are even now becoming more quiet, and seem to wish a change of position. Let's send Van to them. He will stop it all. Yes, of course they have to sputter a little, at first, at a new arrival but—there! they are all quiet now so we will put them in this tinpanum and leave them awhile, until their wrath becomes cooled.

Half-hour later :—

How quietly they welcome us. Before long they are very much cut up about it, and declare they will strike—the plate (or anything they can find near enough) which they proceed to do.

Now, so far all this confusion has taken place at No. 39.

The company have another engagement this evening at La Place Nommè Le West Wing and we will conduct them thither—as far as we may—and learn the secrets they are to unfold to the audience there.

The Stanhope Ring.



IT was half past nine, and a party of girls were gathered in Mabel Stanhope's room, having, as May Elsworth declared, "just the loveliest time." The girls were sitting on the floor, Turkish fashion, with goodies of various kinds spread out before them. The edibles were rapidly disappearing, while the merry-makers discussed with much laughter the incidents of the day.

These girls were students of the Bridgewater Normal School, and had a sincere, hearty appreciation of what that institution was doing for them. They were full of life and vigor. Chief among them was Mabel Stanhope, tall, dark, beautiful and impetuous. Near her sat Ethel Sanford, a quiet unassuming little person, with light hair and dream-like eyes, through which it seemed as though one could read her very thoughts. In spite of the fact that these two were so very different in appearance and character, they were "great chums," and received much admiration from their friends, May Elsworth, Hope Dalton, and Susan Martin.

As soon as the girls had made away with the repast, they began to discuss their ambitions for the future. Susan wished to be an actress, May and Hope writers of Novels, and Mabel a great authoress, whose works should be read in all languages. It was then Ethel's turn, and she paused a moment as if hesitating to give voice to her inmost thoughts. Finally she said, "I have seen so much misery and unhappiness in the world that I should like to devote my life to caring for the needy. I have always wished that I might found a home for desolate children, but, as that is impossible, I can probably contrive to make a little sunshine somewhere."

This speech was greeted by a chorus of surprised exclamations, which were interrupted by a shout from May. "O Mabel, it is five minutes of ten, and you promised to show us the Stanhope ring to-night." "So I did," said Mabel, as she took from a drawer an exquisitely carved box, and displayed the ring. "This ring, and the box in which it is kept, has been in the Stanhope family for several hundreds of years. It has been handed down from generation to generation, and is very highly prized. It was given to me by my grandmother, who wanted to see it in my possession before she died. The ruby was brought from the Orient by one of my ancestors, and sometime afterward was put in this peculiar setting, and given by my great-great-great grandfather to his bride." At this point the ten o'clock bell struck, and the girls hastily departed for bed, but Mabel noticed that Ethel Sanford gazed at the ring longer and more admiringly than the others.

The next morning the boarding-hall was the scene of a busy packing, for the girls were going away that night on a week's vacation. The dress suit cases were deposited at noon in the school-house hall, and, as soon as recitations were over, the girls snatched hats, coats, and baggage, bade merry good-bys, and rushed to the station.

Ethel Sanford went to her cousin's in the western part of the State, and Mabel Stanhope to her home in Boston. That night, as Ethel was unpacking in her cousin's room, she suddenly exclaimed, "Why, these are not my things. I have taken Mabel Stanhope's suitcase by mistake. What shall I do?" Just then a telegram came. It was dated at Boston and signed by Mabel. It read:

"Have your suitcase. Shall use your clothes. You use mine."

Ethel concluded that this was the wisest thing to do, as the vacation was so short, and bravely wore Mabel's bright garments, although some of the colors were very trying to her delicate complexion.

Both the girls met with many little mortifications on account of the ill-fitting and unbecoming clothing that they wore that week, and gave laughing accounts of their adventures on

their return to school. Ethel found her things a little mussed, but none the worse for wear. Mabel, on the other hand, found her clothes in much better condition than they would have been if she had worn them herself. Everything was neatly folded and packed. In one corner of her suitcase was the carved box in which was kept the Stanhope ring. As she took the box out of the suitcase, she became possessed by a desire to see the ring. Accordingly, she took the key from her purse, and opened the box. Imagine her dismay, however, when she discovered that the box was empty.

Mabel had no idea that there was any danger of losing the ring, and her thoughts ran something like this; "I showed the ring to the girls on the night of the 'spread', but I remember putting it back in the box afterwards. The box was locked and the key in my purse, and no one could have taken it unless she had a duplicate key. Let me see. Ethel has a key that will unfasten it, for that little cabinet of hers has the same kind of lock. Ethel must have opened the box and taken the ring. Yes, I remember how envious she looked the night I showed it to the girls. Then Ethel is a *thief*."

Mabel did not like to believe that her chosen friend was a thief, but she could think of no other possible solution to the problem, and the more she thought, the more she became convinced that this solution was correct. She told no one of what had happened for several days, but avoided Ethel as much as possible. Finally she whispered her suspicions to May, Hope, and Susan.

"Why," said Hope, "Ethel wouldn't do such a thing. Don't you remember what she said the other night about helping others?"

"Yes," said Susan, "but perhaps she said that to make us think she is better than she really is. Very likely she had it all planned out before hand, and took Mabel's dress-suit case purposely."

This view of the case so convinced the girls, that they told the other members of the school, and often spoke of Ethel as a thief.

In the mean time, poor Ethel had about as much as she

could bear. No one spoke to her, and left to herself, she grew pale and thin. She seemed to lose all interest in life. Mabel, who was not lost to pity, went to her one day and told her that if she would return the ring, all would be made right. Ethel, however, burst into such a passion of nervous tears that Mabel did not press the matter further.

One morning near the close of the term Mabel was cleaning out one of the drawers in her desk, when she saw something bright in the corner. She pulled it out, and there, in all its glory, lay the Stanhope ring. At the same time it flashed into her mind that she had dropped the ring into the drawer after showing it to the girls, but had left the box on the table. The next morning she had locked the box, supposing it contained the ring, and put it in her dress-suit case.

The thoughts of her accusation and Ethel's suffering came over her like a terrible night-mare. At first she thought, "If I do not tell the girls that I found the ring, no one will ever know, and I shall be spared the mortification. But that will not be just to poor Ethel. O dear! what will the girls think of me?" So the struggle between her pride and her sense of duty went on for several hours. Finally the sight of Ethel's tear-stained face decided her, and she began her work of reparation. First she went to Ethel's room and asked forgiveness. Then she assembled the other girls in the reception-room and made a little speech, telling them how it all happened, and how she was the only one to blame for the loss of the Stanhope ring.

This speech was received with shouts of applause, and when May Elsworth proposed three cheers for Ethel Sanford, they were given with a right good will.

Ethel had been hurt too deeply to forgive Mabel at once, but in a short time all feeling of restraint wore off, and the two once more became "chums." Mabel, however, was less impetuous than before. She had learned two lessons; namely, to be more careful of her own things, and never to accuse another hastily of wrong doing.

Ruth's Victory.



ELL, but what about Ruth Cutler? You know she rather expects to play."

"Yes, I know. But you see, girls, it is this way. Ruth hasn't practised and we must have a girl who has done so, since it is but a short time before the games. It must be Mazie, girls. Ruth just can't be on the team. It won't hurt her not to have her own way once, and anyway the team must come first."

So Mazie Brown was chosen "basket," for what Kate Manning said carried weight when Ruth wasn't there.

This was the last position to be considered, and there had been a long discussion, for it was important that the team should have the strongest player. Yet they all knew that Ruth would want this place, and few wished to disappoint her.

After this decision was reached the girls talked of some "team plays" and then separated, Kate and Mazie going to tell Miss Beals, the Gymnastic teacher."

"Are you sure, Kate, that I ought to play instead of Ruth? She does everything so well, you know, and would do fine work after a little practice."

"Yes, that is just it. We can't stop to train individual players now. You are just the one we want. Besides you can play as well as Ruth; you mustn't think that Ruth is the only one who can do anything. Wait and see what Miss Beals thinks of our team."

That evening the girls met in Mazie's room to discuss the coming games. Kate talked with great animation of her plans for the teams.

"Only think, girls, two weeks and then the games! Mary and Ruth, you will practice tomorrow, won't you? For we must make every day count. Ruth, have you anything special to do? Won't you come down and umpire us?"

Ruth kept on stirring the fudge, and gave no signs of enthusiasm.

"Really, girls, I don't see how I can. I have that long

theme to copy, and, besides, I have promised one of the girls to go to walk.

Kate punched the pillows, but said nothing. For once Ruth was not the centre and life of their plans, and although Kate was sorry that Ruth was hurt, yet she felt that it could not be otherwise, for the good of the team.

Ruth and May cried, "Oh, Ruth do come! You can help us so much." But Ruth would not come and Kate and Mazie knew why.

One noon nearly two weeks later, Ruth asked the girls if they didn't want to go rowing on Carver's after school. They could take pillows, she said and that interesting book they were reading. The girls knew there would be Huyler's and other things, and it meant a thoroughly good time. Ruth's plans always worked out beautifully, so that every girl always enjoyed herself greatly.

"Of course you'll go, Mazie. And you, Ruth and May?"

"Yes, indeed, we will. Won't it be fun!?" And they waved their books enthusiastically.

But Mazie stood studying the ground and seemed rather troubled. Ruth noticed it and watched her intently.

Suddenly Mazie raised her head and said: "Ruth, I'd like to go ever so much, as I hope you know. But, we are to practice tonight and I can't."

Ruth said something about "letting it go and coming on; they wanted her, and anyway one night wouldn't make much difference."

But Mazie was firm. She realized what she was missing, and thought too, that Ruth wouldn't like her refusal and Ruth had always been her dearest friend. She knew that Ruth remembered that there was to be a practice game that night, and she was sorry that her friend was taking this measure to hinder the team.

The girls had to go without Mazie. For some reason they did not have so enjoyable a time as they had expected. Ruth seemed rather preoccupied and consequently the fun lagged.

Ruth was thinking. She had taken no interest in the plans of the team, in fact had let little things interfere with

them. Because she herself could not have an active part, she had not cared whether the team was successful or not. Could it have been—yes—she had almost wished they would not win in the tournament. How selfish!

Mazie's refusal to go with her on the excursion had made her see things in a different light. When Ruth began to think, there was always something to show for it.

The next day at the time of the game, Ruth, instead of finishing a sofa pillow as she had intended, was down in the dressing room of the "gym," helping the girls. And during the ten minutes' rest, it was Ruth who showed the girls where a point might be gained, and it was Ruth who cheered them up and urged them on.

I thought Ruth Cutler wasn't coming near this game. Wasn't she trying to keep the girls away from practice the other night? I must have terribly misjudged her. Why, that encouragement at the rest, just give us the game. Where is she? We must tell her."

When they told her, Ruth said: "Girls, I did not want to help at all at first. But I have had my ideas changed." And she smiled at the puzzled Mazie. "Will you *all* go rowing tomorrow, girls?"

A Letter.

BRIDGEWATER, MASS., MAR. 12, 1903.

MY DEAR TEDDY:

It is a long time since I wrote you a letter. Here I am in my third year at Normal, and I have not told you anything about my work or surroundings. As you may like to know what I am doing, I will tell you something of my previous years here and my anticipations for the future.

We are situated in a beautiful spot right in the village. Our school house is a fine brick building running north and south, and covering one side of a large square in which all the buildings except two are situated. Normal Hall, which is a dormitory and dining hall, occupies another side of this square, and the two remaining sides are occupied by two other dormi-

ties, called Woodward Hall and Tillinghast Hall. Across the street on the east side of the square is a beautiful campus, with a pretty, winding pond in the middle. On this campus we play golf and tennis. On the south side is a large, level field called South Field, where we play football and baseball. In one corner of this field is the school laundry, a neat brick building. On the north side is a tract of land where a new gymnasium is to be built. I have given you a description of the grounds, but you cannot get the beauty of them until you have seen them for yourself.

There are about two hundred and eighty students in the school, and they are a jolly crowd I tell you. The girls outnumber us so much that the fellows say that they are entitled to sixteen girls a piece. Some of them get them too. In athletic season we are busily engaged every night, but in winter we go skating on Carver's Pond, a large pond in the woods about five minutes' walk from school.

The first year's work was not very hard, and we were longer than that in getting "broken in." By the second year we were pretty well used to our surroundings, and we could begin to think we were up in the world, and look down on the "Freshies," more fellows and girls came in and our circle of friends became larger and closer. But the work increased in proportion, and we had to "dig" a little more to keep up. We thought that the hardest year in the course, but we have not been through our last year yet.

This year is a "snap" thus far, so we have more time for sports. We have become intensely interested in the work, and we do not think of cutting up some of the tricks which we used to play, and have taken on a sort of sedate, business-like air—you know what I mean. In short we are almost Normalized, and I suppose next year will complete that operation.

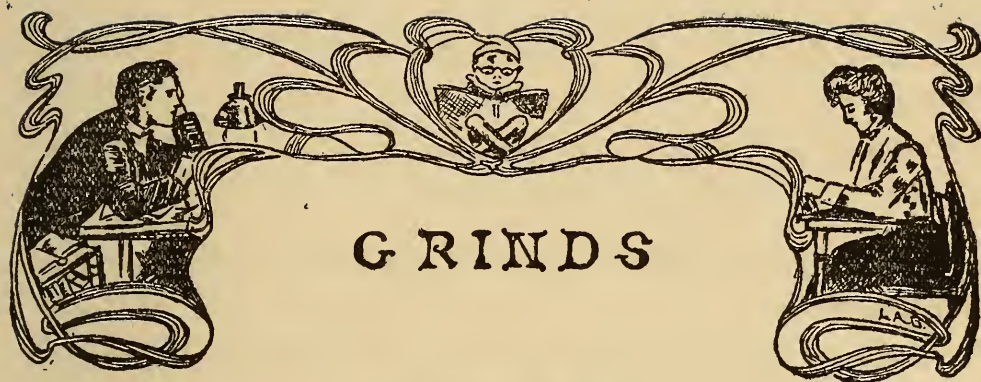
We have a Normal Club, which provides literary and musical entertainments almost every Friday night in the winter months. Then, too, the Club issues an annual called the Normal Offering. I will send you one of last year's magazine and a picture of the institution, if I don't forget it.

As for secret societies, we have the Kappa Delta Phi, or the

"Frat." which is a select crowd of us fellows; and the "Hungry Eight." There is also an order called the "Pie Eaters," which takes in another set, mostly the lower classmen. The "Bachelors' Club" must not be left out. However, there are only three in that, while all the rest form the "Anti-bachelors." These names may seem funny to you, but they all have their specific meanings; especially the last two, which must be taken literally, Ala! next year! Think of it, we shall be full-fledged Normalites, Our social circle will have been completed, and no such thing as a "big head" will exist in the class. We shall have attained the art of pedagogy, If we are ever going to do so, and shall begin to think of the future. Then also will come the experience of going down to teach the youngsters in the Model School, which is in the same building as we are. Every body has go through this ordeal, and there the teachers, to say nothing of the children, "size you up" all right. Some of the latter express their views on the matter without much hesitation which makes it worse. We shan't breathe easily until that is over, and "Pa," has awarded our sheepskins. Then we shall meet our Waterloo in some little hamlet down among the sandbanks of Cape Cod. I shouldn't wonder if that is where I landed some time, to teach little teachers in the way they should go. I tell you, Teddy, we are full of these ideas, and we talk our future over pretty seriously sometimes, and then turn and dream about it. Oh! I tell you those are anything but beautiful visions; but don't you care, better times are coming, at least we hope so down here.

Maybe you have an idea of my joys and troubles from this jumble, bnt I shall try to do better next time. Good-bye!
Write soon.

"CAP."



GENERAL EXERCISES.

The ladies' coat-room has been termed a "Literary Wardrobe."

"What is the use of the Campus pond except for freezing ice cream?"

"For frogs to live in and boys to swim in."

"On which side of the body is the right hand?"

"On the side where the heart is not."

"What location is that?"

"The other side."

"How could you tell which direction is "north" if you stood at any point on the earth's surface?"

"Look towards the Unitarian church."

"What room are the birds in?"

V-n-l. "Assembly Hall." (Great indignation on the part of the songsters.)

The "human duck" sheds thoughts instead of raindrops—
H--l-y.

"When does one write poetry?"

Miss W-ng. "When he cannot express his feelings in prose."

Nov. 20--Top-knot come down !

Nov. 21, A. M.—Top-knot came down !

Nov. 21, P. M.—Top-knot went up again !!

Miss Fe-r-r. "Yes, on the dead level, water would still run."

Miss I-he-w—d. "If a cat was standing in front of me, its right side would be similar to mine."

Miss M-ld-ed McD---lds. "A comet is a thing with a big, long, tail."

"Would you put the Divorce Law in the Business Column?"
 "Well, it's one kind of business."

PSYCHOLOGY.

Mr. Boyden. How do you know your breakfast has been digested?"

Miss M-y Br-oks "Because it makes me "grow".

Question "Does Miss Br-oks eat any breakfast?"

"Are we descended from apes?"

"We are rather ascended from them, if anything."

Miss M--s-a-l "Harvard St. in Brockton has green grass the year round."

April 1, 1903. (A lively discussion in Psychology). Mr. Boyden. "The moon looks to me to be forty feet across."

Miss Ferrer. Why, I see it only about as large as an umbrella."

Mr. Boyden. "Well, anyway, it's always large enough to cover two."

Then he added, "The longest way around is always the shortest way home under that umbrella."

"Rest is the complete cessation of all activity Where would you be if that were now true?"

"Dead."

Mr. Boyden—"Miss McD-n-ld, don't you expect to have all your senses about you? Don't you expect to keep yourself?"

Miss McD-n-ld (in a doubtful tone) "I hope to."

(Great amusement among the young gentlemen of the class.)

"Isn't it necessary to wear any wraps back and forth to the Halls and school?"

"Of course."

Mr. B—. "I wish it was." It doesn't seem to be "in the course."

Pupil (after several illustrations from Mr. Boyden)—"Well, now take a case of mine."

Mr. B.—"Will you jump over this building?"

Miss M-rsh-ll—"That's something I can't do!"

Mr. B.—"Why don't you try?"

Miss M.—"Well I might try and jump a little higher each day, until——!!!!"

ZOOLOGY.

"The bear has a rudimentary tail, sometimes wanting."

Mr. B— "Well then, I'd leave it out."

Miss M-r-n's chief source of knowledge in Zoology seems to be from the herring and monkeys she has seen. She comes from Weymouth, of course.

Miss C--k. "Are there all kinds of meat in a turtle ; that is, chicken, pork. etc. ? I have heard old people say so."

Mr. Boyden—"I don't know, but I should say it was all turtle meat."

PHYSICS AND LITERATURE.

Mr. Jackson—"It is characteristic of women to think a thing without any reason."

Miss W-lc-x—(reciting in physics) "A crystal has a regular, definite shape."

M. Jackson.—"So has a cat."

Mr. Jackson—"Who begins to have gleams of "common sense?"

"The Pilgrims put into Dartmouth for repairs."

Evidently not only the Pilgrims, but also Miss C-o---n's statement needed repairing.

Mr. Jackson—(after vain attempts of Miss I---l-y to spell “hippopotamus” on the board) “Rather an abbreviated animal but perhaps we shall be able to recognize him.”

For Greek derivations apply to Misses Thompson and Murphy.

“Surely there were never such vexatious things as the sun, moon, and earth.”

Miss B-a-e in advanced physics.

Question to be solved,—“Are there any lunatics on the moon?” (Solution open only to advanced physics.)

Senior I (first lesson) Mr. Jackson—“This is Junior——?”

“Those who are not in this section regularly, please raise your hands in alphabetical order.”

“Why is “appendicitis” not a new word?”

Miss Gl-v-n. “I know someone who had it before I was born.”

PHYSIOLOGY AND GEOGRAPHY.

Mr. Sinnott (turning to Miss W-bs---r, after showing the thick walls of the heart and explaining its structure) “So you see it takes a good deal to “break a heart.”

“A large part of a teacher’s talk is chalk talk.”

Mr. Sinnott “A cow is an animal having four legs, two horns, and a tail”

Mr. Sinnott (talking about giving of government lands) “Uncle Sam has given away all his farms in the West.”

Miss O-n- (innocently) “Isn’t he giving away “home-steads” in California now?” (Suppressed laughter in class)

Mr. Sinnott. (benignantly) “I wasn’t aware that he was, but at any rate they are not desirable ones, Miss O-n.” (more laughter)

Mr. Sinnott (turning gravely to class) “Perhaps Miss O-n will tell us all about it some day.”

Miss B-nn-r. “The abdomen contains the organs of indigestion.”

"What is the geography lesson to-day?,"

Pupil "We begin with the atmosphere and go through space."

Miss M-r-i—"Blood vessels are hitched to the intestines."

Miss B-k-r. "Coal is found in hospitable regions."

Knowing Junior—"The muscles which move the fingers are in the forearm ; those which move the toes are in the fore-leg."

"A pain in the heart is a sensation which cannot be distinctly localized."

MISCELLANEOUS.

Pupil (referring to Satan)—"I think that there was an element of tenderness in him."

"Then you would stand up for him?"

Oh! no! I don't—er—like him! !"

Miss Emerson—"What should be the vital object of a drill exercise? Perhaps some of those who are asleep can tell me."

Mr. S-d-er dimly grasps the last few words and answers, "To keep the pupils awake."

Inquiring Junior,—“Miss Kirmayer, I can never remember how to pronounce your name."

Miss K.—"Well, just think of a dog getting stuck in a swamp—the dog is the principal thing—and you have it."

"Gentle as a gang of lions."—A-er-e.

"Are girls more inclined to be mischievous or wicked? Miss Horne to Mr. W-lt-r."

Mr. W.—"I don't know."

Miss H.—"Mr. W-lt-r answers from his very slight acquaintance with them." (Class seems to disagree.)

Mr. Gurney—"Why is the terrestrial sphere placed before the celestial in the outline?"

Mr. N-r-hc-t—"Because we must live upon the earth before ascending to the celestial sphere."

Model School Philosophy.

Miss Ch--v--s. "Uncivilized beings have hypermetropia."

Miss Hicks—"Who has hypermetropia?"

Mr. W--lt--r—"I have."

Miss Hicks—"Therefore you are a savage."

Miss Emerson—"I cannot hear what you say, Mr. Ma- o--y.
You will have to talk louder."

Mr. Ma--o--y—"I haven't spoken yet."

Miss M--r--y (describing the three fold plan of the revolution-
ary campaign) "Gen. Howe was to come up from below and
meet the other generals above."

Mr. Boyden—"A little ambiguous, Miss M--r---y."

Mrs. E--s---s—"Why is the school building like a verb?"
"Because it has three principal parts."

Miss S--ip--an (speaking about the constellation Orion)
"I can get a man but I can't make him kneel."

Miss G---n (speaking about skating) "Was it slippery?"

Student teaching—"What is a chord?"

(Student gives correct definition.)

Student teaching—"Sing one."

Miss Prince. "Which line is most inclined in the sharp?"

Mr. Fr--n--h—"The vertical."



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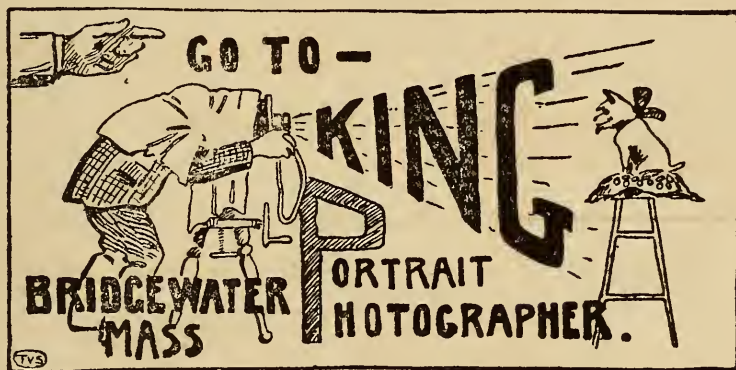
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